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ABSTRACT

This plan seeks generally to improve literacy skills and specifically to aid adults in progressing through three adult performance levels to obtain the general educational development (GED) diploma. The introduction discusses the general growth of adult basic education; a chart depicts that growth in Kansas. The document is then divided into five chapters. Chapter 1 details the evaluation procedures used for each of the postsecondary education section's fourteen objectives for 1978. Interagency cooperation, new program establishment, and instructional method improvement are a few of the concepts touched upon in the objectives. A training needs assessment report for Kansas adult basic education personnel is also included. Chapter 2 outlines ten objectives for the 1979 program. Objective 1, for example, makes adult basic education programming available to all adults regardless of race, color, or national origin. Stated for each objective are a selection background, steps to achievement, and evaluation procedure. Chapter 3, entitled "Needs Assessment," gives Kansas adults' educational attainment level. Chapter 4 discusses overall evaluation, which embraces the program's needs assessment, implementation, progress, and outcomes. In chapter 5, six tables on adult basic education program facts and figures are presented. Table 1, for example, depicts legal restrictions. The appendixes contain definitions, federal requirements for adult basic education plans, and the governor's comments. (CSS)

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State Plan for Fiscal Year 1979

Adult Basic Education

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
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Approved by State Board of Education
April 10, 1978

Approved by Governor Robert F. Bennett
March 14, 1978

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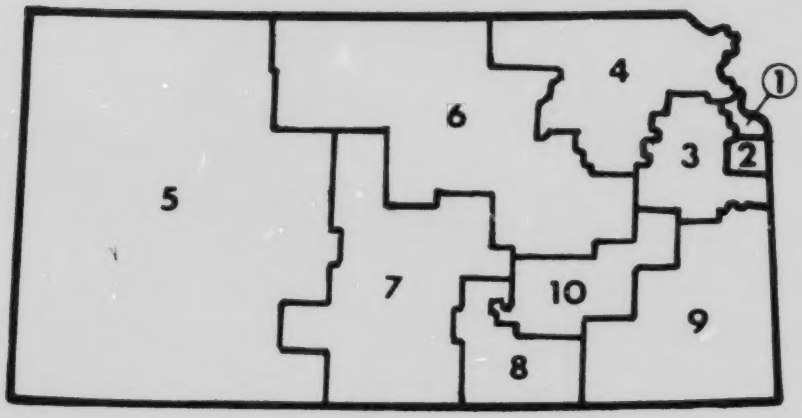

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FOREWORD

In an increasingly technological society, both success and survival are predicated on possession of basic literacy. Citizens must be able to read highway signs, fill out forms, complete applications, communicate with one another, and relate what they read to their personal and occupational needs.

The need for literacy affects all age groups — preschool through senior citizens. Achieving literacy for all will directly affect the degree to which major problems, related in part to literacy, will diminish: poverty, want, crime, and unemployment. Achieving literacy will motivate citizens with a desire to learn, cultivate lifelong learning, and advance careers. This Adult Basic Education Plan is aimed at developing and improving literacy skills on the adult level.

Merle R. Bolton
Commissioner of Education

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INTRODUCTION

Adult basic education has as its fundamental purpose the eradication of adult illiteracy. Originally, illiteracy was equated with the inability to read and write in any language. This was the criterion used by the U. S. Bureau of the Census prior to 1940. In that year, however, officials of the bureau decided that a question concerning the number of years of schooling an individual had completed would be a more valid indication of his educational competence than an inquiry concerning his ability to read and write. The bureau designated those with less than five years of completed schooling as functional illiterates. As the concept of functional illiteracy came into common use, its definition was altered. In the 1960's, the U. S. Office of Education regarded any adult who has completed fewer than eight grades of schooling as functional illiterate.

In March, 1975, the Adult Performance Study, funded by the U. S. Office of Education, completed a four-year study of adult functional competencies which are important to coping and surviving in the society of the seventies. The study redefined the concept of functional literacy. Functional literacy is not simply the ability to read or write at some arbitrarily chosen low grade level; functional literacy is the ability of an adult to apply skills to several major knowledge areas which are important to adult success. The skills which have been identified as important to functional literacy are the communication skills (reading, writing, speaking, and listening), computation, problem solving, and interpersonal relations. These skills are applied to everyday life situations, which are categorized into broad general knowledge areas called occupational knowledge, consumer economics, health, community resources, government and law, and transportation.

The study developed a general index of literacy which classifies adults into one of three categories: Adult Performance Level I — those adults who function only with difficulty because of their unsatisfactory mastery of the requirements for functional literacy; APL 2 — those adults who are functional, but not proficient; and APL 3 — those adults who are proficient.

Although adult basic education was developed in an attempt to alleviate the illiteracy problem in the United States more than a century ago, several factors converged in the 1960's to initiate legislation of adult basic education: the growth of civil right's movement, which associated the struggle for human rights with the right to an education, and the rising costs of welfare programs which included recipients who had less than five years of schooling. These factors culminated in Title II-B of the Economic Opportunity Act of 1964. In 1966, the passage of the Adult Education Act transferred the funding of the program to the Office of Education, making adult basic education a legitimate component of the federal government's educational operation.

In 1966, with the federal funds received under the Adult Education Act and authorization by the 1965 Legislature, the Kansas State Department of Education established fourteen programs in adult basic education with 1,100 adults enrolled under the direction of seventy-five teachers. Total expenditures for these activities during the first year of operation was $132,000. The following table depicts the growth of the Adult Basic Education program in Kansas.

GROWTH OF ADULT BASIC EDUCATION PROGRAM

	1967	*1968*	*1969*	*1970*	*1971*	*1972*	*1973*	*1974*	*1975*	*1976*	*1977*
Enrollment	*	*	2,357	2,968	4,002	7,391	7,392	7,074	11,156	12,094	15,532
Participants on public assistance	*	*	*	*	*	249	327	158	531	686	212
Participants removed from welfare after instruction	*	*	*	*	*	36	85	78	34	80	161
Participants unemployed before instruction	*	*	*	*	*	515	1,187	1,124	2,787	1,750	1,048
Participants employed after instruction	*	*	*	*	*	77	223	222	382	160	1,056
Participants who received GED diploma	*	*	*	*	*	2,072	1,414	2,546	3,166	5,523	*5,678*
Programs	10	10	16	17	22	39	37	37	37	37	37
Satellite programs	-0-	-0-	-0-	16	23	64	69	64	101	129	121
Expenditures	$129,529	$213,813	$255,688	$282,224	$307,754	$528,113	$521,308	$558,551	$906,108	$940,231	$905,305
Federal Allocation	$139,135	$232,511	$260,619	$282,224	$307,754	$528,385	$528,113 320,723 (impounded)	$528,113	$763,952	$763,952	$822,389

* Not collected that year

CHAPTER ONE

EVALUATION OF ADULT BASIC EDUCATION FOR FISCAL YEAR 1978

Statement of Objective #1 The Postsecondary Education Section will coordinate the Adult Basic Education Program with other agencies who have adult basic education as a part of their operation to maximize systematic and pervasive endeavors in promoting literacy for Kansas citizens.

Evaluation Procedure to Determine if Objective Has Been Met

Minutes of councils and committees which indicate participation of representatives of the section will be on file in the Postsecondary Education Section. (Page 2 of 1978 State Plan)

Throughout the year the Postsecondary Administration Section met with representatives of state agencies to coordinate adult basic education activities. On the third Wednesday of every month, the educational specialist participated in the CETA Advisory Council meetings. On the second Thursday of every third month, he met with the Balance of State, a committee of the CETA Advisory Council.

A meeting with representatives from the Department of Human Resources was held to write the GED policy handbook. Also participating were the cluster coordinators from the field. Additional meetings were held with staff of the Kansas State Penitentiary, Lansing, and Kansas State Industrial Reformatory, Hutchinson, to disseminate the policy handbook as well as information about the Kentucky GED tapes which can be and are being used for incarcerated adults and the home study packets which are available to persons living in areas not readily served by local programs.

Agenda and minutes of these council and committee meetings held or attended by the Postsecondary Administration Section are on file in the section.

Statement of Objective #2 The Postsecondary Education Section will establish new Adult Basic Education Programs, when funds are available, in areas of the state that indicate the most critical literacy needs.

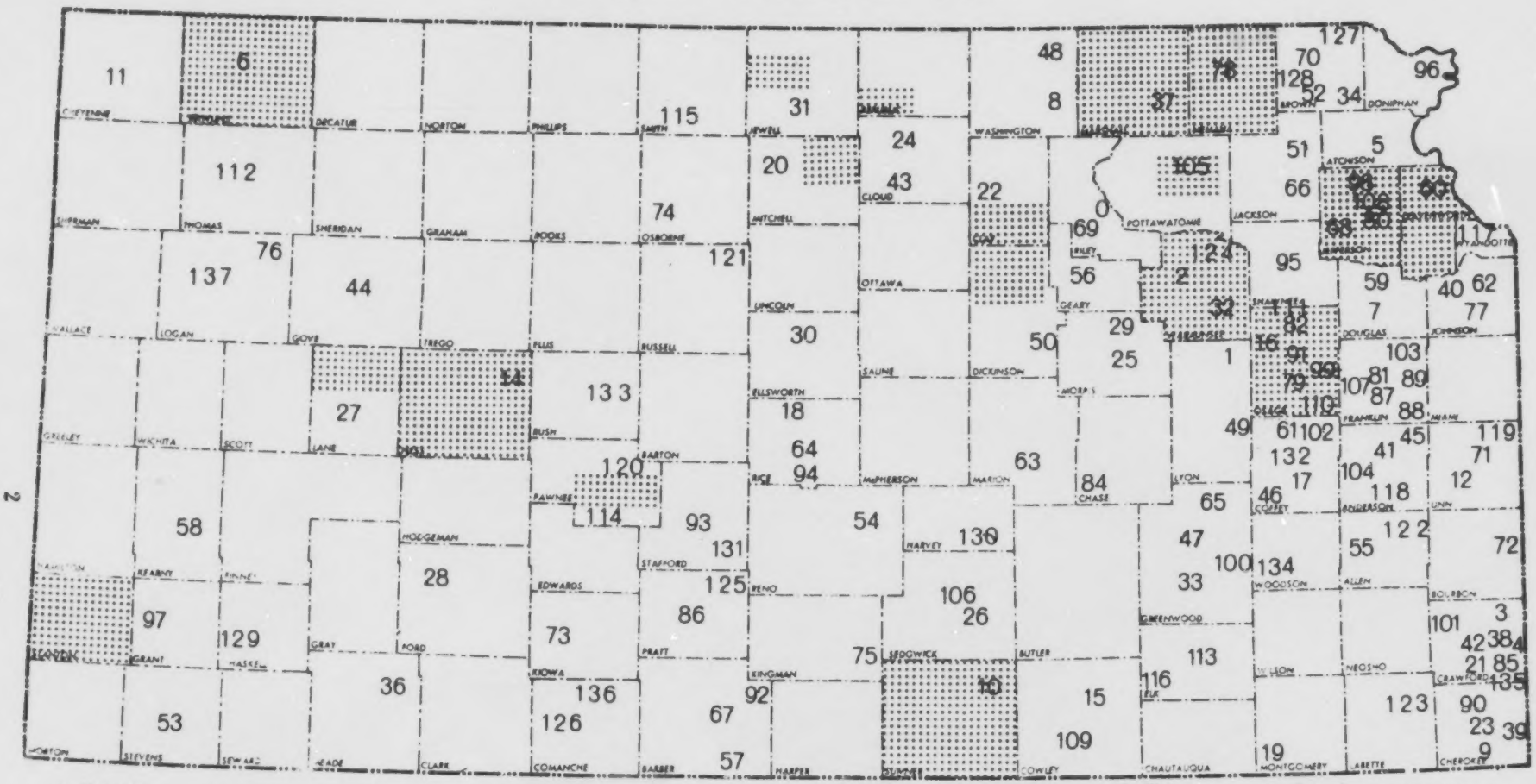
Evaluation Procedure to Determine if Objective Has Been Met

Records of new programs will be on file in the Postsecondary Education Section. (Page 4 of 1978 State Plan)

Federal funds for the Adult Basic Education Program has neither increased nor decreased for fiscal years 1975, 1976, and 1977. The small increase of $58,437 in fiscal year 1978 was absorbed in maintaining the thirty-seven adult basic education centers and 130 satellites because of the increase in material cost and staff salaries.

Because no new programs could be established, a procedure for offering the Adult Basic Education Program to adults living in an area not served by a program was developed; home study packets and pretest instruments were developed and distributed to assist adults in preparing for the GED test. At least 453 adults are currently using the home study packets. The following map indicates the counties which do not have a local adult basic education program and the towns of the participants who are using the home study procedure.

DISTRIBUTION OF HOME STUDY UNITS



0 - Manhattan	15 - Burden	30 - Ellsworth	45 - Greeley	60 - Leavenworth	75 - Norwich	90 - Scammon	105 - Wheaton	120 - Larned	135 - Weir
1 - Allen	16 - Burlingame	31 - Esbon	46 - Gridley	61 - Lebo	76 - Oakley	91 - Scranton	106 - Wichita	121 - Lucas	136 - Wilmore
2 - Alma	17 - Burlington	32 - Eskridge	47 - Hamilton	62 - Lenexa	77 - Olathe	92 - Sharon	107 - Williamsburg	122 - Moran	137 - Winona
3 - Arcadia	18 - Bushton	33 - Eureka	48 - Hanover	63 - Lincolnville	78 - Oneida	93 - St. John	108 - Winchester	123 - Oswego	
4 - Arma	19 - Caney	34 - Everest	49 - Hartford	64 - Lyons	79 - Osage City	94 - Sterling	109 - Winfield	124 - Paxico	
5 - Atchison	20 - Cawker City	35 - Farlington	50 - Herington	65 - Madison	80 - Oskaloosa	95 - Topeka	110 - Lyndon	125 - Preston	
6 - Atwood	21 - Cherokee	36 - Fowler	51 - Holton	66 - Mayetta	81 - Ottawa	96 - Troy	111 - Carbondale	126 - Protection	
7 - Baldwin City	22 - Clay Center	37 - Frankfort	52 - Horton	67 - Medicine Lodge	82 - Overbrook	97 - Ulysses	112 - Colby	127 - Reserve	
8 - Barnes	23 - Columbus	38 - Frontenac	53 - Hugoton	68 - Meriden	83 - Pomona	98 - Valley Falls	113 - Elk Falls	128 - Sabetha	
9 - Baxter Springs	24 - Concordia	39 - Galena	54 - Hutchinson	69 - Milford	84 - Peabody	99 - Vassar	114 - Garfield	129 - Satanta	
10 - Belle Plaine	25 - Council Grove	40 - Gardner	55 - Iola	70 - Morrill	85 - Pittsburg	100 - Virgil	115 - Gaylord	130 - Sedgwick	
11 - Bird City	26 - Derby	41 - Garnett	56 - Junction City	71 - Mound City	86 - Pratt	101 - Walnut	116 - Grenola	131 - Stafford	
12 - Blue Mound	27 - Dighton	42 - Girard	57 - Kiowa	72 - Mulberry	87 - Princeton	102 - Waverly	117 - Kansas City	132 - Strawn	
13 - Bremen	28 - Dodge City	43 - Glasco	58 - Lakin	73 - Mullinville	88 - Richmond	103 - Wellsville	118 - Kincaid	133 - Timken	
14 - Brownell	29 - Dwight	44 - Gove	59 - Lawrence	74 - Natoma	89 - Rantoul	104 - Westphalia	119 - La Cygne	134 - Toronto	

Shaded Area — County with no involvement in Adult Basic Education.
Number — Town of participant in home study.

Statement of Objective #3 The Postsecondary Education Section will develop, when possible, new methods to improve instruction for adults to motivate them into developing and improving their literacy skills.

Evaluation Procedure to Determine if Objective Has Been Met

A list of teaching resources will be available from the Postsecondary Education Section. (Page 11 of 1978 State Plan)

In cooperation with the Postsecondary Administration Section, Kansas State University provided a staff development course for adult basic education teachers at three locations — Newton, Ottawa, and Scott City. Teachers could obtain three hours of college credit for participating in the eighteen-session course, which covered such topics as guidance and counseling of the adult and psychology of the adult learner. Approximately thirty-eight adult basic education teachers participated in the course.

An additional two-session seminar on counseling by telephone was held at Great Bend and Ottawa. Each session was two days in length and was attended by forty-six participants. The seminar covered counseling techniques and methods by telephone — a topic that adult basic education teachers, directors, and secretaries identified as a major problem in dealing with prospective students. The telephones used in the seminar were furnished by the Bell Telephone Company.

A needs assessment of staff development in the Adult Basic Education Programs of Kansas was completed in December, 1977. The following pages are the final report of the needs assessment.

In-service Training Needs Assessment for Kansas Adult Basic Education Personnel

Facilitating the educational development of the ABE learner is an extremely specialized and sensitive task. It cannot be well done by inexperienced people or by teachers whose past experience has been totally with elementary or high school students. Unless ABE teachers, directors and supporting personnel are trained and educated in the principles and processes of adult education, the most carefully designed and generously funded programs have minimal chances of success.

Because the majority of Kansas ABE personnel are part-time adult educators and due to the geographical dispersement of ABE learning centers, pre-service and in-service education and training offers the most effective alternative for ABE staff development and training.

In an effort to determine the needs of ABE teachers and directors, Kansas State University's Adult and Continuing Education component of the Department of Adult and Occupational Education conducted a survey to initiate the planning and development of specific topics relevant to ABE personnel educational needs.

Results of the survey indicate that ABE teachers are specifically interested in increasing their knowledge of the ABE learner and in developing skills that will make them better facilitators of learning. They reinforced their support for in-service training in the above areas by the relative importance they placed on research topics that KSU could undertake and disseminate through staff development workshops.

Sixty-four percent (64%) of those responding to the questionnaire indicated a willingness to travel within a fifty (50) mile radius to attend a workshop of importance to them. Furthermore, sixty-seven percent (67%) preferred to have such staff development sessions offered for college credit. The preferred method of delivery for workshop sessions would be a combination of Friday-Saturday meetings spread over the academic year. This method would allow the participants to practice, test, and evaluate the knowledge, skills and values acquired in the workshops.

The importance of these types of training activities was indicated in the respondents' willingness to contribute to the cost of their attendance to such sessions (63%). Eighty percent (80%) of the respondents indicated a willingness to contribute up to fifty percent (50%) of the total cost and more poignantly, 21% were willing to contribute up to 100% of the cost of attending such sessions.

The survey instrument is attached and includes a complete analysis of the resources.

KANSAS STATE UNIVERSITY

Department of Adult and Occupational Education
College of Education
Holton Hall
Manhattan, Kansas 66506

Dear Adult Educator:

We in Adult Education at Kansas State University need your help. Based upon past experiences, we feel that the University has not adequately communicated with field based adult educators in determining needs and priorities for Kansas adult educators. In an effort to better perform our function, we ask that you complete and return the enclosed questionnaire regarding services that Kansas State University Adult Education may perform.

Thank you for your help and contributions to the future of Adult Education throughout Kansas.

Sincerely,

Tom Eaves

Tom Eaves
Assistant Professor
Adult Education

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KANSAS ADULT EDUCATOR NEEDS SURVEY

I. In-service Training Topics

A. Please rank the following topics according to your feeling of their need to you as an adult educator. Use "1" for the highest rank, "2" for the next highest, etc.

1 (414)*	Understanding and motivating adult learners
2 (344)	Effective methods in controlling and reducing tension in adult learners
3 (297)	Adult growth and development in relation to learning
4 (289)	Learning problems of older adults

What areas of research if undertaken by Kansas State University do you feel could contribute to making you a better adult educator?

Please rank with "1" indicacing highest priority, "2" next highest, etc.

3 (299)	Learning theory applied to undereducated adults
2 (373)	Motivation of undereducated adults
1 (411)	Materials and techniques that enhance the teaching of adults
4 (247)	Self-concept profiles of undereducated adults
5 (100)	Comparative studies of "rural" and "urban" ABE students

B. Please indicate the maximum distance you are willing to travel to attend workshops such as those given in "A."

14%	0-15 miles
13%	16-30 miles
35%	31-50 miles
10%	51-75 miles
28%	76 or more

Do you prefer to have these workshops offered for college credit?

69%	Yes
31%	No

Are you willing to spend at minimum, 18 contact hours over a nine-month period in a given workshop?

77%	Yes
23%	No

Which method of delivery do you prefer for a given workshop?

51%	a. Three 6-hour sessions on Saturdays at two month intervals
35%	b. Six 3-hour night sessions on a week-day at 6 week intervals
14%	c. Other (specify). Combination of "a" and "b"

Are you willing to contribute to the cost of your attendance to a given workshop?

66%	Yes
34%	No

If yes, what percentage?**

26.5%	10% or less
12.5%	11-25%
37.5%	26-50%
4.5%	51-75%
19.0%	76-100%

Would you attend a workshop relevant to your needs if it is delivered within a 100 mile radius of your home and if the mileage expense is covered by your employer?

87%	Yes
13%	No

* Numbers in parentheses indicate weighted rankings of responses, with 5 awarded the highest rank, 1 the lowest rank.

** Percentages rounded to nearest "whole" number. Hence, total sum may exceed 100%.

Topics submitted by ABE personnel other than those covered in survey.

In-service Training:

Recruitment-Retention
Methods, materials, techniques in teaching adults
Helping adults establish learning goals
Counseling GED students

Research

Follow-up of drop-outs and graduates
Comparative study of delivery systems - open vs. structured
Evaluation for part-time learners
Teacher motivation - part-time vs. full-time

Statement of Objective #4 The Postsecondary Education Section will require quarterly progress reports and monthly financial and annual fiscal and student reports from each Adult Basic Education Program to identify potential problem areas in the program's attainment of its objectives in meeting the needs of adult students.

Evaluation Procedure to Determine if Objective Has Been Met

The quarterly progress reports and financial and annual fiscal and student reports will be on file in the Postsecondary Education Section. (Page 11 of 1978 State Plan)

According to the receipt sheets, the administrators of the thirty-seven programs in adult basic education were quite prompt in filling the quarterly progress reports and annual fiscal and student reports with the Department. Workshops were held on December 7, 12, 13, and 14, 1977, in Kansas City, Parsons, Wichita, and Great Bend to assist the program administrators in completing the reports. All reports, receipt sheets, and workshop materials are on file in the Postsecondary Administration Section.

Statement of Objective #5 The Postsecondary Education Section will visit and monitor progress through observation of at least one half of all Adult Basic Education Programs annually to provide an impetus and climate for effectively advancing literacy opportunity for adults.

Evaluation Procedure to Determine if Objective Has Been Met

The monitoring forms for one half the Adult Basic Education Programs will be on file in the Postsecondary Education Section. (Page 12 of 1978 State Plan)

All thirty-seven programs were visited and monitored at least once during the first half of fiscal year 1977 by a Department representative. Also monitoring the programs on a regular schedule were the three full-time area coordinators from Dodge City, Newton, and Ottawa. On the third Friday of each month, the three area coordinators met with a representative of Kansas State University and the Postsecondary Administration Section to report any progress or problems which had been identified in their visits to the programs. All visits were finalized with the completion of the monitoring form, which is on file in the Postsecondary Administration Section.

This system of communication between state, region, and local personnel provided an excellent procedure for solving problems for and offering resources to the local programs.

Statement of Objective #6 The Postsecondary Education Section will coordinate the quarterly meetings of the Adult Basic Education Advisory Council, according to federal guidelines, to unify efforts toward planning and evaluating the Adult Basic Education Program.

Evaluation Procedure to Determine if Objective Has Been Met

Minutes of the quarterly meetings for Kansas State Adult Education Advisory Council will be on file in the Postsecondary Education Section. (Page 12 of 1978 State Plan)

The Adult Basic Education Advisory Council had four meetings in fiscal year 1977 — January 12, March 1, April 5, and April 12. The council's membership is composed of appointed representatives from the following groups: elderly, minority, educationally disadvantaged, client or consumer, higher education, area vocational-technical schools or career education, practicing adult basic education, Department of Corrections, and public schools. Examples of topics discussed at the four meetings are State Plan, budgets for fiscal year 1978, and review of the awarding of 309 funds.

Minutes and agenda of the four meetings are on file in the Postsecondary Administration Section.

Statement of Objective #7 The Postsecondary Education Section will maintain and supervise the thirty-seven Adult Basic Education Programs presently in operation to make the benefits of education available to adults who wish to take advantage of them.

Evaluation Procedure to Determine if Objective Has Been Met

Supervisory assistance will be provided in the existing thirty-seven Adult Basic Education Programs. (Page 17 of 1978 State Plan)

Due to a cutback in staff and travel, only one adult basic education specialist in the Department was assigned to supervise the Adult Basic Education Program at the local level. He visited ten of the thirty-seven local programs. To supplement his effort in assisting all of the programs, the full-time area coordinators — Dodge City, Newton, and Ottawa — visited all of the programs for supervisory purposes. The three coordinators were located in the state so that travel to and from their assigned programs was more convenient and less expensive than it was for a Department representative housed in Topeka.

As noted before, all area coordinators met with the adult basic education specialist of the Department and the KSU staff member who works in adult basic education. Any problems or innovative projects identified in the coordinators' visits to the local program were discussed and analyzed, and any solutions were reported back to the local programs. Discussion at these meetings was retained in minutes which are on file in the Postsecondary Administration Office.

Statement of Objective #8 The Postsecondary Education Section will evaluate all Adult Basic Education Programs funded by federal and state funds, according to the requirements provided in the State Plan to determine their progress and results in promoting literacy for adults.

Evaluation Procedure to Determine if Objective Has Been Met

Records in the Postsecondary Education Section will indicate that all programs were evaluated. (Page 18 of 1978 State Plan)

Three full-time area coordinators from Dodge City, Newton, and Ottawa and the adult basic education specialist of the Department evaluated 80 percent of the Adult Basic Education Program, or twenty-nine local programs, in fiscal year 1977. All evaluation visits were followed by a letter which contained a statement as to the positive and negative aspects of the program.

The evaluation consisted of reviewing all the quarterly reports, annual student reports, and the self evaluation of each program and of visiting the program in progress. It should be noted that there was a high correlation between identified areas of concern or progress between the local program's self evaluation and the state evaluation. The program evaluation sheets are on file in the Postsecondary Administration Section.

Statement of Objective #9 The Postsecondary Education Section will allocate not less than 10 percent of the state grant to sponsor and fund special experimental demonstration projects and/or teacher training programs concerned with alleviating identified problem areas in the advancement of literacy in the Adult Basic Education Program.

Evaluation Procedure to Determine if Objective Has Been Met

Records of funds spent for special experimental demonstration projects and/or teacher training programs concerned with adult basic education will be on file in the Postsecondary Education Section. (Page 21 of 1978 State Plan)

Ten percent of the adult basic education state grant funded five major experimental demonstration projects and/or teacher training programs.

1. College Level Experiences for Adult Retardants (C.L.E.A.R.) Project at Johnson County Community Junior College developed teaching techniques and methodologies to serve the adult mental retardates.
2. Single Parenting Project by Highland Community Junior College attempted to develop methods for meeting other common needs besides needs in basic skills that adult basic education students have. Since many students are single parents, the project identified or developed materials and sources to assist students in social adjustment and self identity.
3. Awareness Project at Butler County Community Junior College took the results of a 1975 study which determined the factors that motivated adult basic education students to enroll in the program and developed it into a recruitment project. The study recommended the use of radio to recruit students. Taking this recommendation, the Awareness Project wrote radio commercials about the benefits which can be acquired from participating in adult basic education in three languages — French, English, and Spanish — and distributed them to eighty-six radio stations across the state.
4. The Local Advisory Council Project at the Ottawa Learning Center was designed to assist local programs establish an advisory council. In the past few local programs took advantage of the benefits that a local advisory council could offer to the program; procedures for recruitment of students and making the community aware of adult basic education are two major contributions that local advisory council make. A state meeting was held at Salina on September 13 and 14, 1977, to relate the materials, methods, and procedures developed to assist the locals.
5. The Teacher Training — Guidance and Counseling Project at Kansas State University was presented in Objective #3.

Reports of the projects are on file in the Postsecondary Administration Section.

Statement of Objective #10 The Postsecondary Education Section will participate in regional and state teacher preservice and in-service educational programs for staff improvement in adult basic education to promote the unique role and function of teachers on the adult level of education.

Evaluation Procedure to Determine if Objective Has Been Met

Records of participation and agendas of meetings will be on file in the Postsecondary Education Section. (Page 22 of 1978 State Plan)

Preservice and/or in-service programs for staff development either have been held or will be held on four levels of the Adult Basic Education Program: each local program held one two-day workshop in the fall — a total of thirty-seven meetings; each cluster coordinator sponsored at least one workshop — a total of twelve meetings; and nine regional and local personnel attended the yearly national conference on adult basic education in Detroit. The adult education specialist of the Department and the three area coordinators attended the national GED Conference in Washington, D.C. on August 4 and 5, 1977. Also, the adult education specialist attended the Adult Competency-Based Conference in Columbus, Ohio, on August 1, 2, and 3, 1977. The two state meetings for preservice and/or in-service programs in staff development will be held in February and June of 1978 in Salina.

Agenda and schedules are on file in the Postsecondary Administration Section.

Statement of Objective #11 The Postsecondary Education Section will develop and assess counseling and recruitment techniques to enhance public awareness of the benefits of the Adult Basic Education Program.

Evaluation Procedure to Determine if Objective Has Been Met

Information regarding counseling and recruiting techniques for the Adult Basic Education Program will be available upon request. (Page 23 of 1978 State Plan)

As noted in Objective #9, one of the biggest thrusts in the development of counseling and recruitment techniques was the Awareness Project at Butler County Community Junior College which wrote radio scripts in English, French, and Spanish and distributed them to eighty-six radio stations. The French scripts were developed to reach the Indochinese refugees and the Spanish scripts, the Spanish-speaking Americans in western Kansas. Since radio had been determined as the best media to use in attracting potential adult basic education students, emphasis was placed in this area of recruitment.

In September, a statewide work conference was held in Salina. Representatives of twenty-eight local programs and advisory councils participated in small group sessions which discussed the role of the local advisory council member in offering lay advice and concerns to be used as a recruitment technique to attract potential participants in adult basic education. Conference consultants who led the small group sessions followed up the conference with visitations to the local advisory councils if so requested. Five local advisory councils requested and received such assistance.

A copy of the Awareness Project report and conference agenda are on file in the Postsecondary Administration Section.

Statement of Objective #12 The Postsecondary Education Section will develop and assess an "area" approach in those geographic areas of the state where individual programs sponsored by each local educational agency would not be practical or feasible to strengthen the literacy efforts of the Adult Basic Education Program.

Evaluation Procedure to Determine if Objective Has Been Met

Records of Section 309 funds and records of the cluster coordinators who develop the "area" approach will be on file in the Postsecondary Education Section. (Page 24 of 1978 State Plan)

An assessment of the state indicated that there are areas of the state which are not being adequately served by the Adult Basic Education Program. The development of the home study packets which were designed to assist adults in preparing for the GED test helped to meet the education needs of some persons without establishing new programs in areas of the state which were not being served. The two priority areas — the twenty-five mile radius around Burlington in Coffey county and the area between Dodge City and Pratt from the Oklahoma state line to Kansas Highway 96 — were especially helped by the home study packets as noted in the map accompanying the evaluation of Objective #2.

The mobile unit covered a twenty-five mile radius of Manhattan. The unit was on the road three days a week offering instruction, materials, and GED testing, if requested, to adult students. After arriving at local towns, the unit would stop at any area that could provide electricity and would open its doors to anyone interested in improving his or her education.

Financial records and coordinators' reports are on file in the Postsecondary Administration Section.

Statement of Objective #13 The Postsecondary Education Section will initiate efforts to change federal regulations that allow the State to spend more than 20 percent of available federal assistance for individuals who need a high school completion program so that the adult basic education needs in Kansas can be met.

Evaluation Procedure to Determine if Objective Has Been Met

Copies of the written requests for the percent reversal will be on file in the Postsecondary Education Section. (Page 24 of 1978 State Plan)

In April, 1977, the Department was represented in Denver, Colorado, at the National Advisory Council on Adult Education which conducted hearings on proposed changes in the Adult Education Amendments. The federal regulations relating to the 80 percent use of funds for level one, or programs for students with less than eight years of education, and 20 percent use of funds for level two, or programs for students with less than a high school diploma, were discussed at great length. Although the council was sympathetic to Kansas' needs of revising the required percents, new legislation was not expected to be passed until 1978.

The National Council of State Directors conducted a study, using the Delphi technique, to identify legislative needs at the federal level. On February 21-24, 1978, a conference will be held in New Orleans, Louisiana, to discuss the results of the survey and the current problems in adult basic education. It is assumed the Department will participate in this conference.

Agendas and recommendations made at these meetings are on file.

Statement of Objective #14 The Postsecondary Education Section will cooperate with the Kansas Right to Read project to improve reading instruction through administrators' leadership in the concentrated effort of advancing literacy to adults.

Evaluation Procedure to Determine if Objective Has Been Met

Correspondence and records on file will indicate the effort to cooperate in improving reading instruction through administrators' leadership. (Page 25 of 1978 State Plan)

The Right-to-Read Workshop for adult educators was held October 17-20, 1977, in Salina, Kansas. Fourteen administrators and teachers of adult basic education enrolled in the workshop to learn more about the teaching of reading skills, focusing on specific subjects, such as teaching basic reading and listening skills, teaching applied survival reading skills, developing interpersonal relations, developing and conducting a community needs assessment, and implementing a tutoring program using community resources. During the workshop each participant developed a Self-Improvement Plan, a Leadership Improvement Plan, and a Program Improvement Plan. These plans served as guidelines to improve instructional techniques of the participants in adult education.

The following goals indicate the type of activity completed to develop the three plans in the four-day workshop. The participants were to take their plans and serve as a local teacher trainer in their area of the state, thus disseminating skills in the teaching of reading to adult learners.

A second Right-to-Read Workshop is scheduled for October or November, 1978.

GOAL I	**To strengthen personal instructional competencies** Obj. 1 Explore client needs at the local level Obj. 2 Identify current personal competencies Obj. 3 Identify personal competency needs Obj. 4 Identify potential resources available to meet personal instructional needs Obj. 5 Develop a plan of self-improvement Evidence: Self-Improvement Plan (SIP)	Teaching basic reading and listening skills Diagnosis and evaluation Decoding, comprehension, listening, Vocabulary development skills Teaching applied survival reading skills Labels, basic signs, and maps Applied forms, newspaper, consumer ec.
GOAL II	**To strengthen local leadership** Obj. 1 Explore the characteristics of leadership Obj. 2 Identify necessary leadership competencies and indicators Obj. 3 Evaluate personal and program leadership Obj. 4 Develop a plan for leadership improvement Evidence: Leadership Improvement Plan (LIP)	Interpersonal Relations Short and long term goals of the learner Cultural life styles Social, educational, vocational concerns Working with special needs population (handicapped, institutionalized, etc.)
GOAL III	**To develop strategies to be more responsive to state cluster needs** Obj. 1 Identify strategies and resources Obj. 2 Develop a program improvement plan Obj. 3 Develop a model for monitoring program success and progress Evidence: Program Improvement Plan (PIP) Evaluation Model Individual Commitment Plans	Developing and conducting a community needs assessment Private/public sector Fund raising/in-kind contribution Collecting demographic data Determining characteristics of target population Determining resources Developing and implementing tutoring program using community resources Volunteer recruitment Media support Involving community resources Building an educational resource

CHAPTER TWO

OBJECTIVES FOR FISCAL YEAR 1979 FOR THE ADULT BASIC EDUCATION PROGRAM

Statement of Objective #1 The Postsecondary Administration Section will make the benefits of the Adult Basic Education Program available to all adults regardless of race, color, or national origin.

Background for Selection of Objective

The handicap of illiteracy to the adult is obvious. Evidence of the high correlation between lack of education and unemployment and unsatisfactory employment is abundant. For example, a U.S. Department of Labor study in 1969 showed an unemployment rate of 10 percent for workers who had completed fewer than five years of schooling, 9.8 percent for those with five to seven years, 4.8 percent for high school graduates, and 1.8 percent for college graduates.

As was pointed out in the Introduction of this plan, the 1975 Adult Performance Level Study redefined literacy as not simply the ability to read or write at some arbitrarily chosen low grade level, but as the ability of an adult to apply skills to several major knowledge areas which are important to adult success. In the study a general index of literacy was developed with sixty-five requirements identified for the functional literacy level. The following table summarizes the percentage of adults in each level as disclosed in the four year study by the U.S. Office of Education. It should be noted that almost one of five adults in the United States is in the first level — adults who function only with difficulty because of their unsatisfactory mastery of the requirements for functional literacy.

ADULT PERFORMANCE LEVEL STUDY

AREAS	APL 1*	APL 2**	APL 3***
Occupational Knowledge	19.1 %	31.9 %	49. %
Consumer Economics	29.4	33.	37.6
Government and Law	25.8	26.2	48.
Health	21.3	30.3	48.3
Community Resources	22.6	26.	51.4
SKILLS			
Reading	21.7	32.2	46.1
Problem Solving	28.	23.4	48.5
Computation	32.9	26.3	40.8
Writing	16.4	25.5	58.1
Overall Competency Levels	19.7	33.9	46.3

* APL 1 - Adults who function only with difficulty because of their unsatisfactory mastery of the requirements for functional literacy.

** APL 2 - Adults who are functional, but not proficient.

*** APL 3 - Adults who are proficient.

The greatest area of difficulty is Consumer Economics. Almost 30 percent of the population falls into the lowest level (APL 1), while another third is categorized as APL 2. Translated into population figures, approximately 34.7 million adult Americans function with difficulty and an additional 39 million are functional, but not proficient, in coping with basic requirements that are related to Consumer Economics.

The highest proportion of proficient persons (most able to cope) is found in relation to Community Resources. Over half of the U.S. population falls into APL 3. This is followed by Occupational Knowledge; again, almost half of the population is estimated to be proficient in dealing with occupationally related tasks.

Although the least proportion of persons in comparison to all areas are in level 1 of Occupational Knowledge, this skill indicates that about one of every five adults function with difficulty or is unable to perform correctly on occupationally related indicators.

The greatest proportion of people unable to perform basic skills is found in the computations area. Approximately one-third of the population, or 39 million adults, function with difficulty; and a little over one-fourth, or 29.5 million adults, is functional but not proficient in task performance on items requiring mathematical manipulation. The area of greatest competency in comparison with other skills is in writing. However, even though almost three-fifths of the U.S. population performed adequately on tasks requiring writing skills, 16 percent of the adults, or 18.9 million persons, are unable to cope successfully.

The introduction of the APL tasks into local programs met with almost instant success with the adult learner. Some tasks may be mastered by the adult with little effort, while other tasks may take hours; but the motivation from achievement seems to instill new desire for learning.

The accelerating pace of human affairs, the increasing accumulation of knowledge, and the impact of technological change have created a need for more education at the adult level. It is the adult, not the child, who makes the decision in a self-governing social order. Lack of education affects the role of the adult not only as a citizen but as a parent and homemaker as well.

Major Steps to Achieve Objective

Step

1. Information of program benefits will be disseminated.
2. Consultative services will be provided in establishing new programs and maintaining the current ones.
3. Federal funds will be made available to initiate new programs in areas which indicate a justifiable need.
4. A combination of federal and state funds will be used to initiate new programs in areas which indicate a justifiable need.

Evaluation Procedure to Determine if Objective Has Been Met

The benefits of the Adult Basic Education Program will be available to all adults regardless of race, color, or national origin. A list of all programs and their satellites will be on file in the Postsecondary Administration Section.

Statement of Objective #2 The Postsecondary Administration Section will coordinate the Adult Basic Education Program with other agencies who have adult basic education as a part of their operation to maximize systematic and pervasive endeavors in promoting literacy for Kansas citizens.

Background for Selection of Objective

The Department of Health, Education, and Welfare administers the Adult Basic Education Program at the federal level through the Office of Education. Administrative authority and responsibilities flow from this division through the office to the State Department of Education (Regional Adult Education Act of 1974, P.L. 93-380; Title VI, 20 USC, 1201 (b) 1). Within the Department the Postsecondary Administration Section administers the program according to an agreement with the Office of Education. The section is then responsible for making agreements with participating schools or attendance centers.

No other state agencies are directly involved with the overall operation of adult basic education. There are joint responsibilities for inter-agency activities. The following quote from the State-Federal Agreement identifies the other agencies with whom the State Department of Education is to cooperate in providing adult basic education to the citizens of Kansas:

> The State Agency will provide for cooperation with Community Action programs, Work Experience programs, Work-Study programs, programs designed to provide reading instruction for adults, and other programs relating to the antipoverty effort.
>
> The State Agency will provide for cooperation with Comprehensive Employment and Training Act, including programs under the Comprehensive Employment and Training Act (CETA), and occupational education programs.

The following chart depicts the relationship involved in administering the Adult Basic Education Program. The Board of Regents is responsible for three of the major GED (General Education Development) testing centers for adult basic education -- Pittsburg State University, Fort Hays State University, and Emporia State University. The Department of Corrections utilizes the GED testing services in correctional institutions, such as Lansing, Hutchinson, Larned, and Beloit, while the Department of Social and Rehabilitation Services uses both the testing and preparation for testing services with wards of the state who are sixteen, seventeen, or eighteen years of age. The Department of Transportation has access to the testing services to help current or aspiring highway maintenance employees meet minimum requirements. The Adult Basic Education Program relies heavily on the State Library which provides resources and materials upon request by the testing centers. Various examining boards offer adult basic education testing services to assist those who have to meet the GED requirement in order to be certified in the various areas that come under their jurisdiction.

Indirectly the State Department of Education works with the Commission on Civil Rights to assist with meeting Title IX requirements and Veteran's Commission to trace testing scores for veterans. It is projected that a working relationship will develop between the Department and the Consumer Credit Commission in the consumer economic area of Adult Performance Level (APL) as recently established by the U. S. Office of Education.

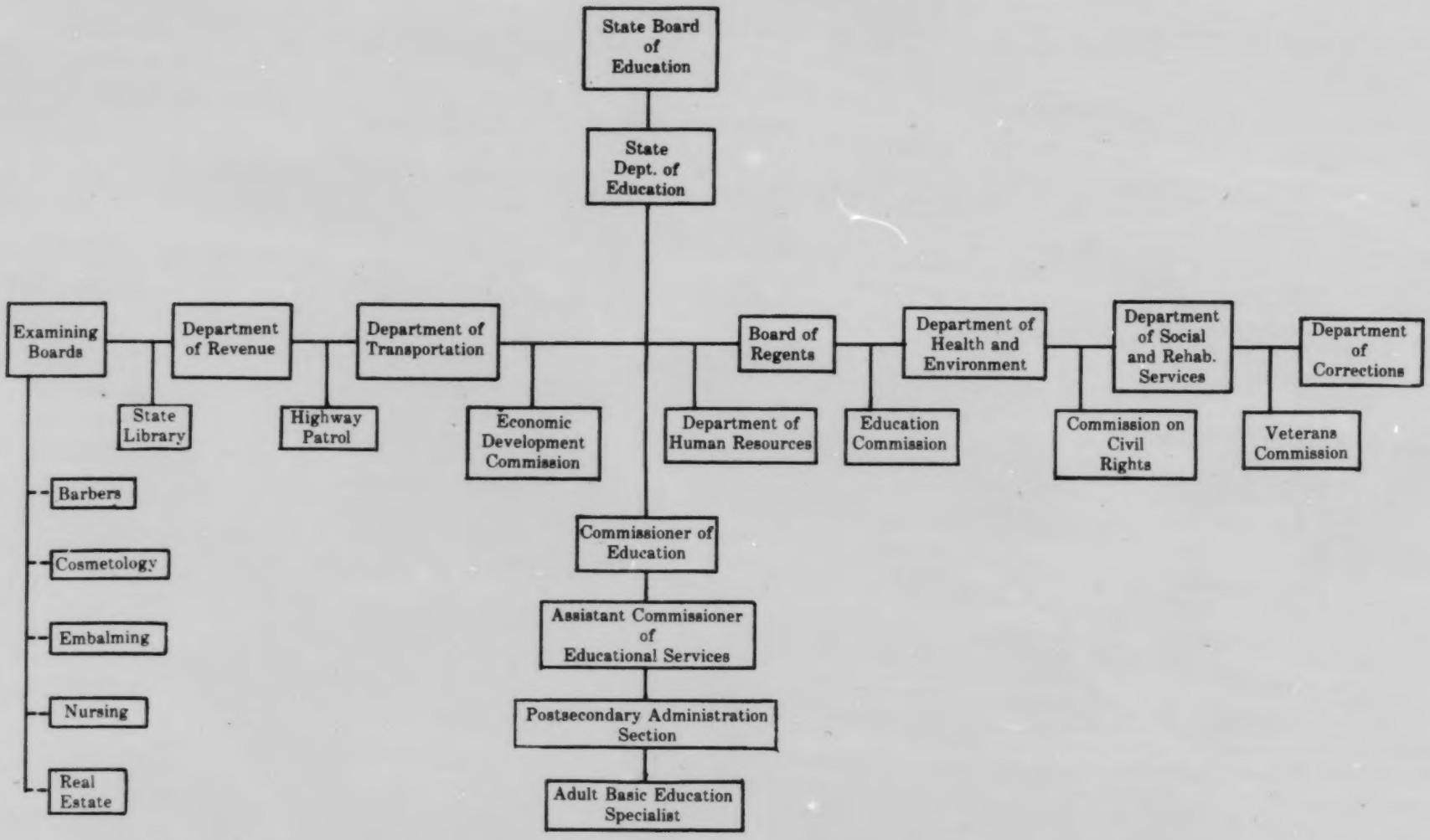
Major Steps to Achieve Objective

Step	
1	Participation on various councils and committees which include membership from other state agencies, such as CETA, will be continued.
2	The Kansas State Adult Education Advisory Council, composed of representatives from suggested backgrounds and experiences, will meet four times during the year.

Evaluation Procedure to Determine if Objective Has Been Met

Minutes of councils and committees which indicate participation of representatives of the section will be on file in the Postsecondary Administration Section.

STATE ORGANIZATION
FOR
ADMINISTERING ADULT BASIC EDUCATION



Statement of Objective #3 The Postsecondary Administration Section will establish new Adult Basic Education Programs, when funds are available, in areas of the state that indicate the most critical literacy needs.

Background for Selection of Objective

The following map identifies the thirty-seven adult basic education centers and the 130 satellites. Evident are areas of the state which are not being served. The following counties do not have any involvement with adult basic education: Marshall, Nemaha, Rawlins, Jefferson, Leavenworth, Osage, Wabaunsee, Ness, Sumner, and Stanton; and sections of Pottawatomie, Clay, Republic, Mitchell, Jewell, Dickinson, Pawnee, and Marion.

Applications for funds to support the Adult Basic Education Program can be made any time during the fiscal year preceding the year for which the funds are requested. To be eligible, the applications must contain the following information:

1. The number and scope of adults to be served and the geographical area to be covered by the program.
2. A guarantee that there will be no charge for tuition, fees, or purchase of books and materials.
3. The duration of the program and the intensity of study required.
4. Availability of facilities, materials, guidance and counseling services, and health information.
5. Submission of records as described by law.
6. Guarantee of compliance with Civil Rights.

Areas showing the greatest need for adult basic education receive first consideration when local programs are approved. Presently there are not enough funds available to serve those areas without programs, but an attempt to reach these areas through other instructional methods is being made. The Kentucky tapes, which consist of thirty-four, thirty-minute instruction covering all areas of the GED, are to be adapted for cassette television programming and can be used in September, 1977, in these unserved areas. In addition, a mobile unit purchased in 1975 is equipped to provide instruction and GED testing opportunities, and the area covered by this mobile unit will be expanded in fiscal year 1978.

Federal funds remained the same from fiscal year 1975 to 1977, and the increase for fiscal year 1978 was absorbed by rising costs so that no new programs could be initiated. However, a home study program is now in operation and can fill part of the void until a new program can be established. This program is more fully discussed in Objective #2, Chapter One.

In addition, efforts are being made to establish programs in areas not served with adult basic education funds from federal public service grants.

Major Steps to Achieve Objective

Step	
1	A list of eligible areas will be compiled.
2	Upon request, the necessary forms and instructions for application will be sent.
3	Consultative service to assist in applying will be offered.

Evaluation Procedure to Determine if Objective Has Been Met

Records of new programs will be on file in the Postsecondary Administration Section.

Adult Basic Center and/or Administrative Center*	Satellites	USD No.
Arkansas City — Cowley County Community Junior College and Area Vocational-Technical School (administrative center)		
	Wellington	353
	Winfield	465
Bonner Springs (administrative center)		204
Chanute — Neosho County Community Junior College (administrative center)		
Coffeyville — Coffeyville Community Junior College (administrative center)		
Colby — Colby Community Junior College (administrative center)		
	Goodland	352
	Healy	468
	Hill City	281
	Hoxie	412
	Norton	211
	Oakley	274
	Oberlin	294
	Phillipsburg	325
	St. Francis	297
	Scott City	466
	Sharon Springs	241
	Stockton	271
	Tribune	200
	WaKeeney	208
Concordia — Cloud County Community Junior College (administrative center)		
	Belleville	427
	Beloit	273
	Clay Center	379
	Mankato	278
	Marysville	364
	Minneapolis	239
	Osborne	392
	Smith Center	237
Council Grove (administrative center)		417
Dodge City — Dodge City Community Junior College (administrative center)		
	Ashland	220
	Cimarron	102
	Coldwater	300
	Fowler	225
	Greensburg	422
	Jetmore	227
	Meade	226
	Minneola	219

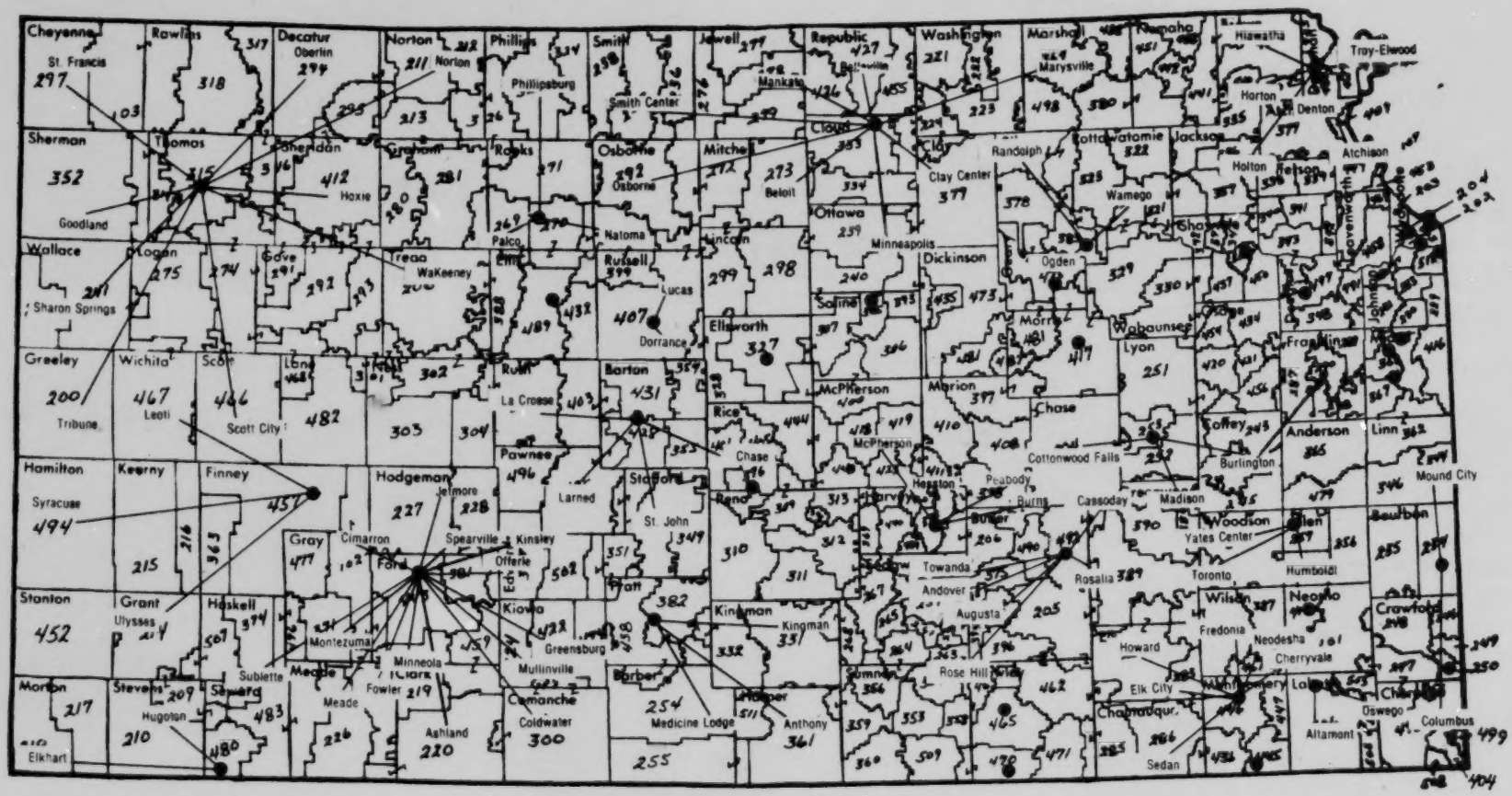
* Administrative center receives the funding and in turn pays the satellites.

	Montezuma	371
	Mullinville	424
	Kinsley-Offerle	347
	Sublette	374
El Dorado — Butler County Community Junior College		490
	Augusta	402
	Cassoday	492
	Rosalia	492
	Towanda	375
	Andover	385
	Rose Hill	394
Emporia (administrative center)		
	Burlington	244
	Cottonwood Falls	284
	Madison	386
Fort Scott — Fort Scott Community Junior College (administrative center)		
	Columbus	493
	Mound City	346
Garden City — Garden City Community Junior College (administrative center)		
	Leoti	467
	Syracuse	494
	Ulysses	214
Great Bend — Barton County Community Junior College (administrative center)		
	Chase	401
	La Crosse	395
	Larned	495
	St. John	350
Hays (administrative center)		489
Highland — Highland Community Junior College (administrative center)		
	Atchison	409
	Denton	433
	Hiawatha	415
	Holton	336
	Horton	430
	Troy-Elwood	429
Hutchinson — Hutchinson Community Junior College (administrative center)		
Independence — Independence Community Junior College (administrative center)		
	Cherryvale	447
	Elk City	446
	Fredonia	484

	Howard	282
	Neodesha	461
	Sedan	286
Iola — Allen County Community Junior College (administrative center)		
	Toronto Honor Farm	
	Humboldt	258
	Yates Center	366
Junction City (administrative center)		475
Kansas City — Kansas City Community Junior College (administrative center)		
	Argentine Middle School	
	Community Service Center	
	Crosslines Center	
	Avondale Center	
	St. John — Devine Center	
	St. Thomas Center	
	Wyandotte County Jail	
Lawrence (administrative center)		497
Liberal — Seward County Community College (administrative center)		
	Elkhart	218
	Hugoton	210
Manhattan (administrative center)		383
	Ogden	383
	Randolph	384
	Wamego	320
Newton (administrative center)		
	Burns	398
	Hesston	460
	McPherson	418
	Peabody	398
Osawatomie — state institution (administrative center)		
Ottawa (administrative center)		290
	Burlington	244
Overland Park — Johnson County Community Junior College (administrative center)		
	Bishop Miege	
	De Soto	232
	Edgerton	231
	Merriam Multi Service Center	
	Olathe	233
	Shawnee Mission North	512
	Shawnee Mission Northwest	512
	Shawnee Mission West	512
	Spring Hill	230
	Sunflower Village	

Paola (administrative center)		368
Parsons — Labette County Community Junior College (administrative center)		
	Altamont	506
	Oswego	504
Pittsburg (administrative center)		250
Pratt — Pratt Community Junior College		
	Anthony	361
	Kingman	331
	Medicine Lodge	254
Russell (administrative center)		407
Salina (administrative center)		305
	Little House	
	Little House #2	
	Salina AVTS	
	Salina South High School	
Topeka (administrative center)		501
	East Topeka Junior High	
	Eastminister Presbyterian Church	
	Guadalupe Elementary School	
	Let's Help	
	St. Francis Hospital	
	Stormont-Vail Hospital	
Wichita (administrative center)		259
	Boeing	
	Cleveland Center	
	Greiffenstein Adult Center	
	Grove Center	
	McConnell AFB	
	Planeview Center	
	St. Francis Hospital	
	Sedgwick County Correction Department	
	South Center	
	VA Center	
	Waco Center	
	Westside Center	

ADULT BASIC EDUCATION PROGRAMS AND SATELLITES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Jewell
Republic
Washington
Marshall
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Graham
Rooks
Osborne
Mitchell
Clay
Pottawatomie
Jackson
Wallace
Logan
Gove
Trego
Ellis
Russell
Lincoln
Ottawa
Dickinson
Geary
Shawnee
Wabaunsee
Greeley
Wichita
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Barton
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Morris
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Franklin
Hamilton
Kearny
Finney
Hodgeman
Pawnee
Stafford
Rice
McPherson
Marion
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Coffey
Anderson
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Stanton
Grant
Haskell
Gray
Ford
Edwards
Kiowa
Pratt
Kingman
Harper
Sumner
Cowley
Wilson
Neosho
Crawford
Morton
Stevens
Seward
Meade
Clark
Comanche
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Harper
Sumner
Cowley
Chautauqua
Montgomery
Labette
Cherokee
Elk
Greenwood
Lincoln
Ottawa
Saline
Dickinson
Marion
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Saline
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Statement of Objective #4 The Postsecondary Administration Section will develop, when possible, new methods to improve instruction for adults to motivate them into developing and improving their literacy skills.

Background for Selection of Objective

It is not easy to attract the undereducated or illiterate adult to class, and it is more difficult to hold him or her there. Dropouts and irregular attendance are common in the Adult Basic Education Program. Conflict between employment hours and the class schedule, lack of transportation, children that cannot be left alone, and the student's lack of confidence or sense of personal inferiority are common causes of irregular attendance.

No one method or system is completely capable of reaching and teaching the illiterate adult. Different methods often are combined. Television has been used with some success. Probably the best known attempt to use television was the Kentucky tapes, a program created by Morehead State University, Morehead, Kentucky. The program which consists of thirty-four, thirty-minute tapes that cover all areas of the GED has been aired for three separate sessions, beginning in October, 1975, by Washburn University. Programmed instruction, accompanied by individualized teaching and counseling, has also been used with some success.

Suitable teaching materials are no longer a problem for teachers. In fact, the opposite is true. Now the teacher must exercise selectivity. Because the under-educated are a heterogeneous group with many ethnic, economic, and educational differences, teaching materials have to be selected to fit the specific need of specific students.

Although overgeneralization concerning the choice of instructional materials is dangerous, some criteria for selection are as follows:

1. The materials should be of adult interest and written at the adult level.
2. The order of materials should be logical and sequential.
3. The materials should be clear and simple and should contribute as much as possible to successful learning and living experiences.
4. The reading passages should motivate the student to undertake further reading, writing, and speaking.

In the final analysis, the success that the teacher and the materials achieve is her or his only hold over the student. No compulsory school law exists to guarantee the student's attendance. Once the adult is enrolled in the class, the teacher and choice of methods must have the ability to make him want to remain there of his own volition. The ability of a teacher to help demonstrate continuous success of the student is a major step toward retention of the student.

Annual teacher institutes devote some time to the techniques of retention. The teacher, the counselor, and the receptionist or secretary must be taught the art of accepting the adult and making him or her feel welcome. Since there is no clear cut method to teach people how to respond to people, it remains a constant problem of all adult basic educators.

An additional concern is providing components in adult basic education programs for adult students whose communicative language is not English.

Programs are equipped to provide the foreign born who use English as a second language with functional writing and speaking skills in the English language. The resource center in the Manhattan Adult Learning Center is the designated locale for screening and distributing appropriate teaching materials for adult students with English as a second language. The Manhattan personnel also serve as staff development consultants for the other adult basic education programs over the state in the area of teaching communication skills in English as a second language to adult students.

Major Steps to Achieve Objective

Step

1 Methods to improve instruction in the Adult Basic Education Program will be accumulated from various sources.

2 These methods will be assessed by the staff using them.

3 Methods to improve instruction in English as a Second Language will be assessed by teachers in English as a Second Language program(s).

Evaluation Procedure to Determine if Objective Has Been Met

A list of teaching resources and location of where those resources are being used will be available from the Postsecondary Administration Section.

Statement of Objective #5 The Postsecondary Administration Section will maintain and supervise the operational procedures involved in implementing the Adult Basic Education Program's attainment of objectives in meeting the educational needs of adult students.

Background for Selection of Objective

A. *Reports*

In keeping with federal rules and regulations, the Postsecondary Administration Section requires the following reports to be retained on file. (P.L. 91-230)

1. Application for the program;
2. A monthly report indicating the amount of funds spent during the month from each line item of the budget;
3. A quarterly report identifying persons enrolled, basic level, sessions attended, and the days classes were held, from each adult basic education teacher;
4. A term report indicating all expenditures and a statistical analysis of the year's program;
5. Inventory report.

Workshops to inform and assist local program directors in writing reports are held quarterly.

B. *Monitoring of Programs*

Monitoring of the Adult Basic Education Program consists of observing the following:

1. Student participation,
2. Student attendance and completion, and
3. Management of program and classes.

The following form is filled out upon the completion of a visit to local programs. It should be pointed out that monitoring is only one service offered; whoever, whether it be the education specialist or a visiting coordinator, also serves as a problem solver and material resource person for the local programs.

C. *Advisory Council*

Kansas was the first state to establish a State Advisory Council after the Federal enabling legislation was passed in 1974. Advisory councils are optional according to the Federal guidelines, but the Postsecondary Administration Section has found them a valuable aid in doing an effective job of meeting educational needs.

The State Department of Education utilizes an advisory group to ensure representation of this phase of education in decisions concerning programs and plans. The Kansas State Adult Education Advisory Council is to advise the State Board of Education on —

1. The development and administration of the State Plan;
2. The policy matters arising in the administration of the Act;
3. Long range planning; and
4. Studies for evaluating adult education basic programs, services, and activities.

According to the amendment, the council is to be composed of appointed representatives from the following groups: elderly, minority, educationally disadvantaged, client or consumer, higher education, area vocational-technical schools or career education, practicing adult basic education, Department of Corrections, and public schools. Only the states of Illinois and Kansas have an advisory council

which is composed of the identified area representatives, thus qualifying them as a certified advisory council. Quarterly meetings are held with one meeting set aside for the public in general to express views concerning adult basic education.

The first Adult Education Advisory Council meeting is scheduled thirty days following certification of council members by the U.S. Commissioner of Education with the others scheduled in November, March, and May. Minutes of these meetings are kept on file.

Temporary Monitoring Form
Adult Education Programs

1. The enrollment on day or evening of visitation.

   Estimation _____

2. The attendance would average 20% 30% 40% 50% 60% 70% each session. (For programs where classes constitute a session.)

3. Over a period of a week _____% of the enrollment will be in the center. (For open centers only.)

4. The most productive recruiting technique this year has been:

5. Among the students who have dropped from the program what have been the predominate reasons?

   A _____

   B _____

   C _____

6. Student educational needs are determined by:

   ☐ A. Personal Interview (Who)

   ☐ B. Tests (What kind and/or name of tests.)

☐ C. Students Personal Request.

☐ D. Combination of and two or more of the above.

7. Counseling services are available to incoming students.

   A. Certified School Counselor.

   B. Teacher with some counseling experience and training.

   C. Persons serving the program without previous training or experience.

   D. Counseling services are not available.

8. At every program there is a person who receives or enrolls the student. Who is the person? What is the background of the intake person?

9. Have you developed any new materials? Are the new materials being field tested now?

10. Of all the students enrolled so far, what percent terminated their education before entering the ninth grade? _____

    After entering the ninth grade? _____

11. Are APL materials or signs on display?

    Is any effort being made by the staff to introduce APL materials to students?

12. Senior citizens may come in two categories, those who hunger for more education and those whose abilities and knowledges may be used in a program. Has the senior citizen organization been contacted for either possibility?

13. A separate account must be established within the bookkeeping system before a LEA may receive federal and state funds.

Yes _____ No _____

The fees received from GED testing are deposited in _____

_____ account.

D. *309 Projects*

Section 309 of Adult Education Act, (91-230), as technically amended in 1976 by P.L. 93-380, specifies that no less than 10 percent of the funds shall be used for special demonstration projects and/or staff development, which meet one or more of the following objectives:

1. To develop, demonstrate, and test new or different methods and materials which may be designed to serve particular needs of Kansans who are culturally and educationally disadvantaged.
2. To stimulate development of local programs or adult basic education in geographic areas where the Adult Basic Education Programs have not existed.
3. To develop and/or test techniques of pre-enrollment counseling and other aspects of recruitment of adults.
4. To develop and test an "area" approach in those geographic areas of the state where separate programs by each local educational agency would not be practical or feasible.
5. To utilize and test special or different educational media in an Adult Basic Education program.
6. To acquire additional information regarding the educational requirements of adults in need of basic information.
7. To participate in regional and state teacher preservice and in-service educational programs for continuous staff improvements.

The Postsecondary Administration Section conducted a survey of adult basic education teachers and coordinators for suggestions of projects most needed in these areas. The following projects were funded for fiscal year 1978 according to the priority established in the study. More detail per project and the study is presented in Objective #3 and 9, Chapter One.

1. Kansas State University received a grant to conduct research and staff development for all programs in the state.
2. The largest project funded was a national pilot project to develop and test an adult learning program for mentally retarded adults entitled College Learning Experience for Adult Retardates (C.L.E.A.R.).
3. The learning center at Atchison and Happy Hearts, Inc. developed a program for single parents. Frequently single parents who are involved in Adult Basic Education have expressed a need of parenting in everyday situations. The project was intended to build greater confidence and understanding for both the parents and the children.
4. Ottawa Adult Education Advisory Council is working to aid the implementation of local advisory councils with a workshop and specially developed handbooks.
5. AWARENESS, a demonstration project, was funded to evaluate the effectiveness of radio advertising in alerting adults of the benefits of adult basic education.

The following flyer and an accompanying letter will be sent to all public schools, community junior colleges, institutions of higher education, area vocational-technical schools, individuals, and industry by March, 1978, to announce the availability of these funds for the next fiscal year to interested applicants.

ADULT

EDUCATION

OFFERS APPLICATION FOR

309

GRANTS

STAFF DEVELOPMENT
SPECIAL DEMONSTRATION
GRANT PROPOSALS

DUE JUNE 1, 1978

E. *Local Staff Development*

Because the undereducated adult may be impatient, unaccustomed to the learning habit, familiar with failure, or subject to feelings of cultural hostility, he poses special challenges to the teacher. The teacher must be sensitive to the student's personal problems, must believe in the student's ability to learn, and must never equate illiteracy with stupidity. Empathy for the student's educational and economic deprivation is essential, but must never be reflected in patronizing condescension. The teacher must respect the dignity of the student as a person. Since adverse criticism is especially embarrassing at the adult level, the teacher has to have patience and give positive encouragement. Because of the wide diversity of the students' social, economic, and educational backgrounds, comparison between students is unwise and unfair. The educational curve is useless in the Adult Basic Education Program because the undereducated adult student is in competition only with himself.

Preservice and in-service programs are essential to prepare and maintain qualified teachers who are sensitive to and knowledgeable about the undereducated adult. Such programs can keep the teachers up to date on the latest development in teaching materials, techniques, and innovations concerning adult basic education. In addition, program activities in guidance, critical thinking, and group interaction often emphasize the humane function required in effective teaching of the adult student.

The Department of Adult and Occupational Education of Kansas State University was contracted to provide a series of eighteen workshops at various locations in the state. Topics to be covered are Adult Development, Introduction to Counseling, Principles of Teaching Adults, and Career Guidance.

F. *Recruitment*

The success of adult basic education at the local level depends largely on local community involvement and awareness of the program that is available. Since the illiterate can not read printed publicity, other forms of recruitment must be used. The most effective form is word of mouth, especially from one member of an ethnic or peer group to another member of the same group.

Advisory councils are frequently formed to help in recruitment. The advisory councils, composed of representatives of those agencies and organizations whose normal operation brings them in contact with educationally disadvantaged adults, can serve adult basic education in the following ways:

1. To persuade the community to accept meaningful responsibility for the program,
2. To identify those areas where programs are needed, and
3. To publicize the program through all forms of the mass media.

The advisory council can perform various functions: canvas the community door to door, identify undereducated adults and encourage them to enroll in the program, follow-up the attendance records of enrolled students to keep the number of dropouts low and to maintain regular attendance, assist in providing sites and teachers for classes, and work with neighborhood agencies in providing support services, such as child care or transportation.

Major Steps to Achieve Objective

A. *Reports*

Step

1 Sites for the quarterly workshops will be selected.

2 Permission will be requested for use of facilities to hold workshops in selected sites.

3 Materials to demonstrate information requested will be developed.

4 An evaluation of the workshop to determine its effectiveness in meeting the needs of the participants will be developed and distributed to the participants.

B. *Monitoring of Programs*

Step

1 Local programs to be visited will be identified.

2 Visitations will be scheduled.

C. *Advisory Councils*

Step

1 The first Adult Education Advisory Council meeting will be scheduled thirty days following certification of council members by U.S. Commissioner of Education.

D. *309 Funds*

Step

1 Cluster coordinators will establish priorities of needs in experimental demonstration projects and/or teacher training programs.

2 Information about application for funds will be disseminated.

3 Adult Education Advisory Council will review applications and award funds for projects.

E. *Local Staff Development*

Step

1 Local adult basic education directors will conduct staff development programs for their teachers.

2 Either a statewide or regional workshop will be conducted annually in August for new adult basic education directors and supportive staff who are in their first or second year of the program.

3 Cluster coordinators will be organized to conduct in-service workshops for the programs in the cluster.

4 The following methods will be emphasized through a statewide institute with 309 funds.

   a. Teaching the educable mentally retarded adults with appropriate teaching materials.
   b. Guidance and counseling techniques for administrators, counselors, teachers, receptionists, and secretaries who use the SAGE material, which are counseling techniques for adult learners.
   c. Public awareness program to alert adults to the opportunities of basic education and GED testing programs.

F. *Recruitment*

Step

1 A statewide meeting will be planned or local advisory council members can exchange information about successful techniques they have used in counseling or recruitment.

2 Local advisory councils will be encouraged to attend a statewide meeting to exchange in successful techniques of counseling and recruitment.

Evaluation Procedure to Determine if Objective Has Been Met

The quarterly progress reports, financial and annual fiscal and student reports, program monitoring forms, minutes and agenda of the Kansas State Adult Education Advisory Council, and records of funds spent for special experimental demonstration projects and/or teacher training programs will be on file in the Postsecondary Administration Section.

Statement of Objective #6 The Postsecondary Administration Section will evaluate all Adult Basic Education Programs funded by federal and state funds, according to the requirements provided in the State Plan to determine their progress and results in promoting literacy for adults.

Background for Selection of Objective

Like other areas of the education system, evaluation of the Adult Basic Education Program suffers from a paucity of dependable information concerning the effects the program has on adults who participate. Postevaluation has been based on the questionnaire of the following pages. The professional and experience

background of the adult basic education specialist in the Postsecondary Administration Section makes him or her uniquely suited to offer subjective value judgments about the progress and outcome of the program.

An evaluation of needs is made on requests for financing all new programs. A program application includes the following information:

1. The number of adults to be served.
2. The area to be served by the program.
3. The degree of educational deficiency as indicated by a survey of needs.
4. The extent to which the program is already developed and coordinated.

Progress evaluation, or monitoring, (see Objective #5B) provides information about the progress of the Adult Basic Education Program in meeting the objectives and guidelines. Obtaining information about a program often involves an on-site visit. Outcome evaluation, which indicates the success or failure of the program, is based on the number of students who pass the GED test or progress from one Adult Performance Level to another. In addition, the following form was developed to allow the local education agency an opportunity to evaluate its own program.

Major Steps to Achieve Objective

Step	
1	Adult Basic Education Program will be reviewed on paper to determine student progress and/or finance.
2	If necessary, on-site visits will be made to substantiate documentation of information about student progress and/or finance.

Evaluation Procedure to Determine if Objective Has Been Met

Records in the Postsecondary Administration Section will indicate that all programs were evaluated.

General Satisfaction with Elements of the ABE Program

Please indicate the extent of your general satisfaction with the ABE program as you know it.

1. Are you satisfied:	*Highly Satisfied*	*Quite Satisfied*	*Hardly Satisfied*	*Not Satisfied*
with what the program is trying to do?	( )	( )	( )	( )
with the kinds of people it is serving?	( )	( )	( )	( )
with the quality of service provided?	( )	( )	( )	( )
with the competence of the staff?	( )	( )	( )	( )
with the quality of its resources or materials?	( )	( )	( )	( )
with its physical facilities?	( )	( )	( )	( )
with the results of the program?	( )	( )	( )	( )
with the amount and kind of support provided it?	( )	( )	( )	( )
with what the program communicates?	( )	( )	( )	( )

2. I am primarily a(n):

_____ Program Administrator	_____ ABE Student
_____ ABE Teacher	_____ Local Employer
_____ ABE Staff member (Placement officer, counselor, recruiter)	_____ Public School Official
_____ Other _____ (Specify)	_____ Community Person

ABE Program Evaluation

Recruitment and Retention

1. Were recruitment techniques utilized in developing the ABE program this past year? yes ____ no ____

2. Which of the following techniques proved to be the most effective tool in recruiting? Rate 1 as most effective and 4 as least effective.

_____ A. Door to door	_____ C. Agency referral
_____ B. Mass media	_____ D. Word of mouth

If mass media was your best recruiting tool, which of the following was most effective?

A. Radio _____
B. Television _____
C. Newspaper _____

3. What was the retention rate of your enrollment this past year? _____ %

4. What single element was most effective in retaining participants in your program? _____
_____

Staff

5. Of your instructional staff, what percentage would you rate:

_____ a. Very good	_____ c. Fair
_____ b. Good	_____ d. Poor

6. Is attracting competent persons for instructional staff a problem in your program? yes ____ no ____

7. What kind of a turnover of teachers do you expect in your program?

_____ A Light (10% or less)	give estimated number _____
_____ B. Moderate (10% to 24%)	give estimated number _____
_____ C. Heavy (25% or more)	give estimated number _____

8. How many local in-service training sessions did you have this past year?

_____ 0	_____ 3-5
_____ 1-2	_____ 6 or more

9. What is the effectiveness of in-service training sessions on your program? (Circle one)

Great Effect Little Effect
1 2 3 4 5 6 7

Finance

10. If funding was not a factor, what changes in your program do you see if your budget was to be increased:

A. $1,000.00 –

B. $2,000.00 –

C. $5,000.00 –

Instruction Materials

11. Please list the new materials that have been used in your program successfully this past year.

Materials	*Area*

Statement of Objective #7 The Postsecondary Administration Section will develop and assess an "area" approach in those geographic areas of the state where individual programs sponsored by each local educational agency would not be practical or feasible to strengthen the literacy efforts of the Adult Basic Education Program.

Background for Selection of Objective

The state does not have common needs for adult basic education; the northeast part of the state has different needs than does the southwest portion. An "area" approach in which the state is divided into six areas, or clusters, has been adopted to prioritize the needs according to area. The following map shows the six clusters of the state; within each cluster there is a coordinator who supervises the Adult Basic Education Program and satellites. Of the six clusters Dodge City, Manhattan, Newton, and Ottawa have fulltime coordinators while Colby and Parsons have parttime coordinators.

Two areas have been designed as "priority" for the next year: 1. the twenty-five mile radius around Burlington in Coffey county, and 2. the area between Dodge City and Pratt from the Oklahoma state line to Kansas Highway 96. The map that accompanies Objective #3 illustrates the limited availability of the Adult Basic Education Program in the area between Dodge City and Pratt, thus indicating a priority need. Another priority need was identified when the Western Gas and Electric Company decided to build Wolf Creek nuclear plant in the Burlington area; the potential for jobs initiated more requests for adult basic education services than in any other cluster, or area. In addition, if Section 309 funds permit, a mobile unit which houses resource material and GED testing services will be stationed at Concordia to serve at least seven surrounding counties.

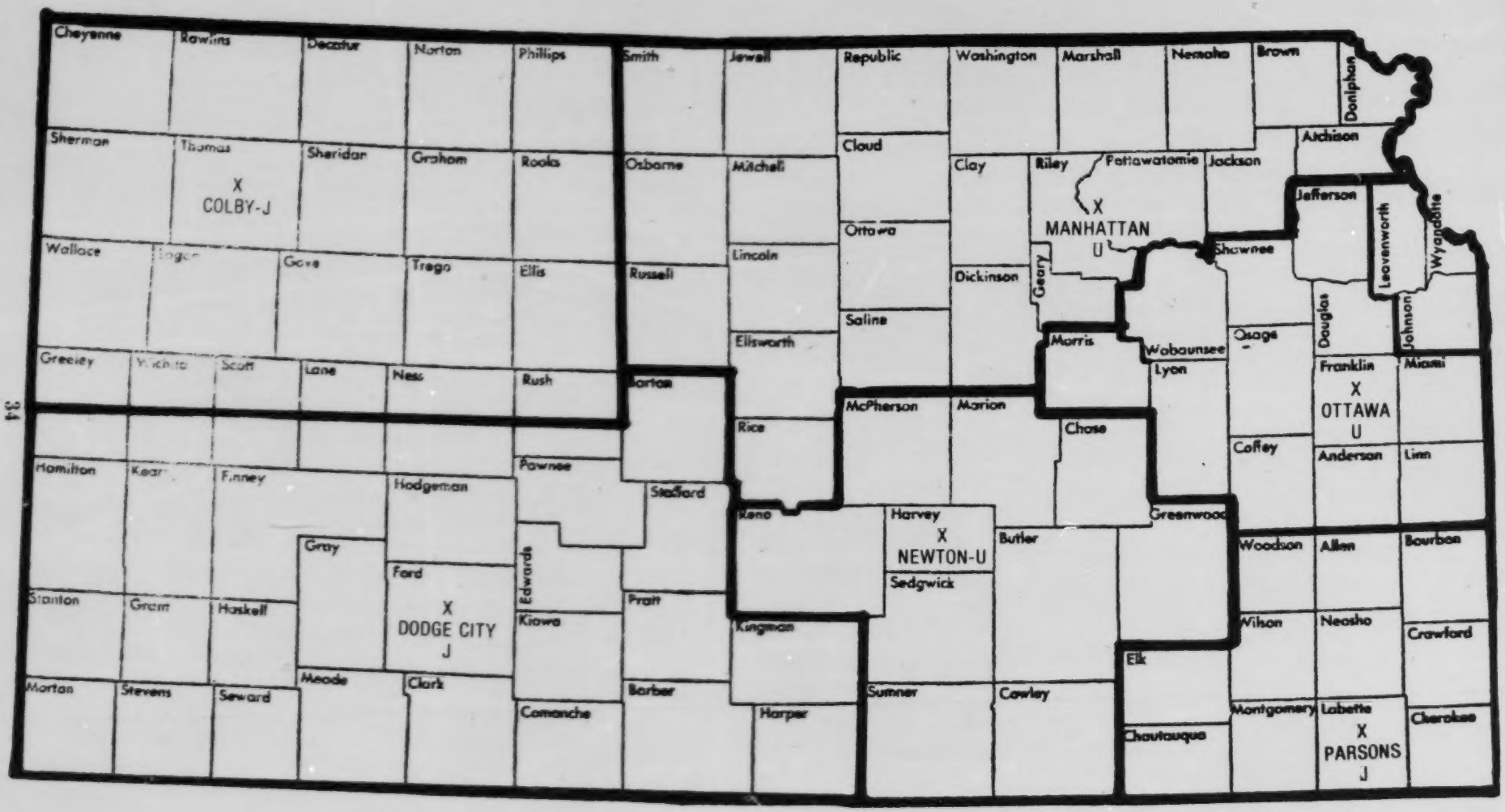
Major Steps to Achieve Objective

Step	
1	The projects for the two "needy" areas will be funded from Section 309.
2	The cluster coordinators of those two areas will identify activities to implement the project.
3	The mobile unit will serve Manhattan and other areas.

Evaluation Procedure to Determine if Objective Has Been Met

Records of Section 309 funds and records of the cluster coordinators who develop the "area" approach will be on file in the Postsecondary Administration Section.

KANSAS ADULT BASIC EDUCATION CLUSTERS
For Fiscal Year 1979



J — Community Junior College
U — Unified School District
X — Cluster Coordinator

Statement of Objective #8 The Postsecondary Administration Section will continue to exert influence for change in federal regulations that allow the State to spend no more than 20 percent of available federal assistance for individuals who need a high school completion program so that the adult basic education needs in Kansas can be met.

Background for Selection of Objective

Categorical funding within state grants allows only 20 percent of federal funds to be spent on programs for students with less than a high school diploma and 80 percent on programs for students with less than eight years of education. In Kansas, the population with less than a high school diploma is approximately 600,000 in number and the population with less than eighth grade education is approximately 160,000. Therefore, 80 percent of the federal funds is being spent on 20 percent of the population who need educational opportunity. It is evident that in Kansas the required percents should be reversed to accommodate 80 percent of the target population in the Adult Basic Education Program.

Major Steps to Achieve Objective

Step

1 Alternative methods for allocating resources in place of the 20-80 percent requirement will be examined.

2 Written requests for the percent reversal will be made to State Board of Education and federal authorities.

Evaluation Procedure to Determine if Objective Has Been Met

Copies of the written requests for the percent reversal will be on file in the Postsecondary Administration Section.

Statement of Objective #9 The Postsecondary Administration Section will cooperate with the Kansas Right-to-Read project to improve reading instruction through administrators' leadership in the concentrated effort of advancing literacy to adults.

Background for Selection of Objective

When the National Right-to-Read program was established to improve reading skills, the need to improve reading instruction was identified as top priority. Historically the improvement of reading instruction has taken one of two approaches or a combination of the two: direct instruction to students and direct instruction to teachers. The Kansas Right-to-Read, a three year project, was designed to take a third approach, which would stress the importance of the building administrator's leadership role in improving reading instruction.

The State Reading Advisory Council believes that one of the most significant aspects relative to reading is the quality of leadership of the administrative staff who is responsible for those reading programs. Included in the staff are adult basic education administrators. The following quote from the Right-to-Read project signifies the importance placed on administrative leadership in improving reading instruction on the adult level:

> There is a constant need for adult basic education instructional staff members to up-grade their teaching competencies. The continual turn-over of staff members from year to year brings to the program new teachers. The new or inexperienced staff member is especially in need of information concerning current materials and successful methods employed to assist adults in up-grading their present reading skills. This project proposes to fulfill this need through conducting a series of seminars focusing on adult education administrators of adult regional centers throughout the state.

Cooperatively the Right-to-Read Project and the Postsecondary Administration Section have tentatively planned a four-day conference for October or November, 1978, to inform instructors about procedures of sampling community needs and resources for reading programs. The administrators of the six adult basic education clusters will participate in the conference.

Major Steps to Achieve Objective

Step

1 Preparation for scheduling conference leader will be completed.

2 The site for the conference will be selected.

3 Permission for use of facilities to hold the conference will be requested.

4 Sessions of the conference will be organized around the capabilities of the participants.

Evaluation Procedure to Determine if Objective Has Been Met

Correspondence and records on file will indicate the effort to cooperate in improving reading instruction through administrators' leadership.

Statement of Objective #10 The Postsecondary Administration Section will initiate and coordinate an Adult Basic Education Program in cooperation with the Bureau of Indian Affairs in the three Indian Service Centers in northeast Kansas.

Background for Selection of Objective

Education programs primarily for American Indians on reservations have been under the authority of the Bureau of Indian Affairs. One of the problems has been an absence of a high school diploma or its equivalency among the adult Indians. By combining the knowledge of the local situations which the officials of the Indian Service Centers have with the educational resources of the State Department of Education, a comprehensive program to meet the educational needs of the Indians in the northeastern area of Kansas can be developed.

There are approximately five thousand Indians in the Sac, Fox, Kickapoo, and Pottawatomi tribes of northeastern Kansas. According to HEW's 1976 estimates of American Indians enrolled in public schools, about one-fourth of these Indians are below the age of eighteen. This leaves approximately four thousand Indians who are eligible for the benefits of Adult Basic Education. Records indicate that only 420 American Indians across the state took advantage of the program in 1976. It is hoped that by establishing the Adult Basic Education Program on the reservations more American Indians will be encouraged to participate.

Major Steps to Achieve Objective

Step

1 The three Indian Service Centers will be contacted and served in accordance with the educational needs as determined by the director of Indian Affairs.

2 Right-to-Read materials, guidance and counseling services, and, if necessary, instructors, will be provided for the centers.

3 The Manhattan mobile unit which contains resource materials and GED testing services will expand its schedule to include the three centers on a weekly basis.

Evaluation Procedure to Determine if Objective Has Been Met

Correspondence and records on file will indicate the expansion of the Adult Basic Education Program to include the three Indian Service Centers.

CHAPTER THREE

NEEDS ASSESSMENT

The fourteen objectives in Chapter One were developed after analysis of the educational levels of adults was made from figures obtained in the 1970 Kansas census. A more current census was done by the Kansas State Department of Agriculture, but there is little difference between the 1970 census and the KSDA's in the figures per level. Five educational attainment levels for Kansas adults are delineated by county in the following table.

EDUCATIONAL ATTAINMENT LEVEL OF KANSAS ADULTS

County	*0-4 Years*	*5-7 Years*	*8 Years*	*No. H. S. Diploma Ages 16-24*	*No. H. S. Diploma Age 25-Over*	*Total*
Allen	231	703	2,118	902	1,638	5,592
Anderson	81	371	1,538	510	745	3,245
Atchison	214	655	1,987	1,149	1,660	5,665
Barber	106	448	757	421	655	2,387
Barton	285	878	3,302	1,840	2,407	8,712
Bourbon	216	636	2,347	913	1,558	5,670
Brown	120	1,160	1,104	701	997	4,082
Butler	402	1,119	3,251	2,319	3,606	10,697
Chase	61	153	420	204	316	1,154
Chautauqua	100	220	881	278	548	2,027
Cherokee	369	1,202	3,169	1,293	2,346	8,379
Cheyenne	121	298	657	255	332	1,663
Clark	38	124	298	174	300	934
Clay	106	276	1,689	593	843	3,507
Cloud	181	456	1,557	707	888	3,789
Coffey	69	251	1,444	444	631	2,839
Comanche	25	103	281	162	272	843
Cowley	1,186	1,088	3,347	2,101	3,799	11,521
Crawford	1,000	1,789	4,328	2,271	3,366	12,754
Decatur	48	198	671	299	547	1,763
Dickinson	267	708	1,161	1,199	1,620	4,955
Doniphan	132	349	1,310	546	838	3,175
Douglas	490	1,202	2,539	3,476	3,592	11,299
Edwards	39	228	511	275	352	1,405
Elk	29	201	753	231	516	1,730
Ellis	293	675	2,187	1,484	1,228	5,867
Ellsworth	122	232	1,026	369	538	2,287

EDUCATIONAL ATTAINMENT LEVEL OF KANSAS ADULTS

County	*0-4 Years*	*5-7 Years*	*8 Years*	*No. H.S. Diploma Ages 16-24*	*No. H.S. Diploma Age 25-Over*	*Total*
Finney	371	596	1,352	1,142	1,390	4,851
Ford	331	714	1,905	1,355	1,784	6,089
Franklin	197	628	2,214	1,200	2,075	6,314
Geary	212	467	1,562	1,687	1,764	5,692
Gove	75	83	516	236	226	1,136
Graham	64	132	645	285	398	1,524
Grant	113	171	479	358	544	1,665
Gray	90	176	592	271	373	1,502
Greeley	18	45	143	109	184	499
Greenwood	109	373	1,486	548	885	3,401
Hamilton	10	94	305	165	164	738
Harper	87	318	1,075	472	818	2,770
Harvey	379	801	2,237	1,634	2,326	7,377
Haskell	39	64	192	220	336	851
Hodgeman	23	64	320	160	219	786
Jackson	126	233	1,216	620	959	3,154
Jefferson	110	312	1,386	717	1,090	3,615
Jewell	35	177	947	366	496	2,021
Johnson	1,137	3,202	7,024	13,204	12,240	36,807
Kearney	38	114	224	183	296	855
Kingman	84	323	1,109	533	696	2,745
Kiowa	62	123	421	245	405	1,256
Labette	385	1,087	3,113	1,546	2,669	8,800
Lane	16	90	344	162	192	804
Leavenworth	839	2,451	4,893	3,200	5,310	16,693
Lincoln	34	71	610	275	561	1,551
Linn	163	382	1,377	466	766	3,154
Logan	50	134	474	229	260	1,147
Lyon	218	691	2,186	1,924	2,187	7,206
McPherson	225	777	2,779	1,487	1,900	7,168
Marion	271	656	2,084	836	1,124	4,971
Marshall	133	477	2,469	788	1,093	4,960
Meade	73	192	563	295	435	1,558

EDUCATIONAL ATTAINMENT LEVEL OF KANSAS ADULTS

County	*0-4 Years*	*5-7 Years*	*8 Years*	*No. H. S. Diploma Ages 16-24*	*No. H. S. Diploma Age 25-Over*	*Total*
Miami	306	706	2,475	1,155	1,874	6,516
Mitchell	60	266	1,094	480	557	2,457
Montgomery	748	2,039	4,587	2,397	4,493	14,264
Morris	98	277	972	386	593	2,326
Morton	22	94	256	214	312	898
Nemaha	281	543	2,013	709	863	4,409
Neosho	314	781	2,373	1,129	1,748	6,345
Ness	154	234	672	287	349	1,696
Norton	143	220	1,080	437	598	2,478
Osage	165	620	1,584	801	1,331	4,501
Osborne	72	288	1,056	385	431	2,232
Ottawa	53	202	790	371	675	2,091
Pawnee	91	272	969	509	754	2,595
Phillips	55	350	1,374	473	540	2,792
Pottawatomie	109	291	1,508	705	1,036	3,649
Pratt	61	305	958	633	977	2,934
Rawlins	65	141	654	263	303	1,426
Reno	848	1,945	4,995	3,646	5,611	17,045
Republic	55	342	1,315	510	772	2,994
Rice	144	371	1,349	739	1,189	3,792
Riley	212	529	1,995	3,407	2,513	8,656
Rooks	68	237	1,096	458	693	2,552
Rush	73	216	975	307	399	1,970
Russell	152	343	1,290	566	809	3,160
Saline	376	994	3,032	2,795	3,909	11,106
Scott	72	170	582	336	465	1,625
Sedgwick	3,669	9,886	2,895	21,042	31,159	68,651
Seward	193	400	993	945	1,429	3,960
Shawnee	1,846	4,148	9,926	9,319	13,108	38,347
Sheridan	65	78	576	231	190	1,140
Sherman	336	1,129	3,809	1,805	2,795	9,874
Smith	50	326	1,230	405	540	2,551
Stafford	47	159	788	356	586	1,936

EDUCATIONAL ATTAINMENT LEVEL OF KANSAS ADULTS

County	*0-4 Years*	*5-7 Years*	*8 Years*	*No. H. S. Diploma Ages 16-24*	*No. H. S. Diploma Age 25-Over*	*Total*
Stanton	29	32	155	137	201	554
Stevens	38	114	300	252	351	1,055
Sumner	265	713	2,406	1,413	2,744	7,541
Thomas	72	160	656	450	591	1,929
Trego	58	184	728	266	361	1,597
Wabaunsee	41	276	1,009	384	505	2,215
Wallace	20	50	310	133	230	743
Washington	73	430	2,073	555	577	3,708
Wichita	77	90	318	196	198	879
Wilson	184	453	1,597	679	1,287	4,200
Woodson	44	179	936	287	519	1,965
Wyandotte	4,286	10,856	15,745	11,211	21,466	63,564
Grand Total	28,638	74,380	180,369	136,198	194,934	614,519

CHAPTER FOUR

OVERALL PROGRAM EVALUATION

Evaluation of the Adult Basic Education Program is based primarily on a four-phase procedure: evaluation of needs, evaluation of implementation, evaluation of progress, and evaluation of outcomes.

An evaluation of needs is made on request for financing all new programs. The request includes a statement of the problem to be alleviated with the funds. The specialist in Adult Basic Education in the Postsecondary Administration Section then assesses the need of the program in relationship to the facilities, personnel, and tentative budget to determine if the new program could meet the needs of the adult students.

The local education agencies are relied upon to furnish necessary information. Most local educational agencies who apply for the funds have readily available the number of students who are unemployed, students who are migrant workers, etc. as well as the degree of educational deficiency in the students. On the state level such information is compared among the program requests to determine those who have the greatest need for adult basic education.

Evaluation of implementation takes place after the program has been initiated into the school or institution. This type of evaluation involves monitoring to determine the extent to which the specified elements of the plan have been implemented as planned. The adult basic education specialist and the KSU staff member make on-site visits to observe the program of instruction and to offer any assistance. These periodic observations are made in the classroom. Much of the evaluation is by subjective professional judgment. A copy of the standard format for a written evaluation for each on-site visit accompanies Objective #5.

Progress evaluation provides information about the progress of the Adult Basic Education Program in meeting the objectives and guidelines of the program. Records of student scores and program budget are maintained and checked monthly. After on-site visits have been made in the evaluation-of-implementation phase, observations are checked against the written data kept on the programs. This type of evaluation yields information that does not rely on human judgment about the performance of others. This information is collected and processed so that the results are easily presented in a form that facilitates decisions about the program and institution involved.

Outcome evaluation provides information about the success or failure of the entire program. This information, along with the administration or teacher's rating of the program as indicated on the copy of the instrument that accompanies Objective #8, can support a decision to maintain, modify, expand, or discontinue a program. The Adult Basic Education Program desires the following outcomes:

1. **Progressing through the three Adult Performance Levels,**
2. **Obtaining the GED Diploma,**
3. **Improving job opportunities,**
4. **Obtaining employment.**

Current evaluation techniques confine most outcome assessment to two: progressing through the three Adult Performance Levels and obtaining the GED information to justify decisions in these areas can be obtained.

CHAPTER FIVE

FACTS AND FIGURES OF ADULT BASIC EDUCATION PROGRAMS

Table 1

CONSTRAINTS (Legal restrictions)

	Federal Statute	Federal Regulations	State Statute	State Regulations
1. Matching funds are required: 90 percent federal funds must be matched by 10 percent state and/or local funds.	x	x		
2. Of the total annual federal funds available, not more than 20 percent of the total may be used for high school completion and/or GED preparatory instruction.	x	x		
3. From Section 309 Funds, not less than 10 percent shall be used for special experimental demonstration projects and/or teacher training programs.	x	x		
4. Budget records have to be submitted monthly.				x
5. Student records have to be submitted quarterly.				x
6. Local and state records have to be retained for three years.		x		x
7. Federal audit is held every five years.		x		
8. No financial charge can be levied against the student except for the GED test.		x		
9. State and local agreements have to be on file.				x
10. HEW sets stringent requirements for file reports.		x		
11. Limited number of Department positions reduces workload to one individual.				x

Table 2

DISTRIBUTION OF FEDERAL AND STATE FUNDS

	FY 1976	*FY 1977*	*FY 1978 (est.)*
Adult Basic Education Programs	$418,592	$431,436	$591,874
309 Special Experimental Demonstration and Teacher Training Programs	170,954	126,000	95,688
High School Completion — GED Preparatory	139,162	153,320	151,191
State Administration	51,000	35,000	29,866
English as a Second Language	67,666	58,000	43,770
TOTAL	847,374	806,952	912,389
Total for Program Expenditures Only*	$625,420	$645,952	$786,835

* Does not include 309 programs or State administration

DISTRIBUTION OF PROGRAM EXPENDITURES

	FY 76	*FY 77*	*FY 78 (est.)*
USD	$306,456	$273,446	$341,701
CJC	318,964	372,506	445,134
Total	$625,420	$645,952	$786,835

STATE FUNDING FOR FISCAL YEAR 1979

The state provides *approximately* 10 percent of the funds needed to match federal funds for Adult Basic Education Programs.

Total State Funds	$ 90,000
Total Federal Funds ($35,000 for state administration)	822,389
Total Funding (Federal and State)	$912,389

$$\text{TOTAL FUNDING} = \frac{\text{Federal Funds}}{90\%} + \frac{\text{State Matching Requirement}}{10\%}$$

Table 3

ADULT EDUCATION PERSONNEL
FOR 1977

Type of Educational Personnel	*Total Number of Personnel*	*Number of Full-Time Equivalent*
State Level Administrative and Supervisory Personnel	1	1
Local Administrative and Supervisory Personnel	91	19
Local Teachers	281	46
Local Counselors	24	7.8
Local Paraprofessionals	148	74
TOTAL	545	147.8

Table 4

LOCATION OF ADULT BASIC
EDUCATION CLASS

Location	*Number of Daytime Classes*	*Number of Evening Classes*	*Number of Participants*
School Building a. Elementary/Junior High	0	63	1,180
b. Secondary	0	13	6,213
c. Community Junior College	50	52	1,289
Learning Center	54	68	4,349
Correctional Institute	5	3	1,087
Hospital	4	4	311
Work Site	7	6	186
Other Locations	5	81	917
TOTAL	125	290	15,532

Table 5

PARTICIPATION IN ADULT BASIC EDUCATION PROGRAM
FOR 1977

Age and Sex	*Total*	*Race or ethnic group*				
		Black	*Mexican American*	*American Indian*	*Asian American*	*Other*
TOTAL	15,532					
men, total	5,962	767	552	211	479	3,953
women, total	9,570	1,212	726	321	745	6,566
16-44						
men	5,057	643	395	191	312	3,516
women	8,013	1,044	541	287	561	5,580
45-64						
men	779	106	109	16	151	197
women	1,372	126	131	27	163	925
65-plus						
men	126	18	48	4	16	40
women	185	42	54	7	21	61

Table 6

PROGRESS OF
ADULT BASIC EDUCATION STUDENTS
1977

Instructional Level	*Number Enrolled*	*Number who Completed Level*	*Number who Dropped from Level*
Beginning (Grades 1-8)	5,571	3,131	2,437
Advanced (Grades 9-12)	8,737	4,871	3,866
Ungraded	1,224	699	528
TOTAL	15,532	8,701	6,831

APPENDICES

DEFINITIONS

Adult Basic Education Program ... One or more courses in general education subjects (1) which are taught at the grade school or high school level under the supervision of a board of education, (2) which are included in the state plan, and (3) for which federal funds are received pursuant to federal law.

Adult Supplementary Education Program ..... One or more courses in any subject, other than those in the adult basic education, which are taught for personal enrichment and which are conducted under the supervision of a board for persons who have attained the age of sixteen.

Alternate School ..... A program that offers courses for high school credit to students who are no longer enrolled in a regular school program or students who are presently enrolled but recommended for the program by the local school administration.

Bilingual Education ..... A program in which instruction is given in English and in a native language to the extent necessary to allow people of that cultural background to progress effectively through the program.

Board ..... A local board of education for any public or private school or a board of trustees of any community junior college.

Clearinghouse on Adult Education ..... An entity which is established to collect and disseminate to the public information pertaining to the education of adults.

Cluster ..... Adult basic education programs in a geographical area which have a similar target population and staff development needs.

Community School Program ..... One or more courses which are held in a public building which is used as a community center operated in conjunction with groups or organizations in the community and/or local governmental agencies to provide educational, recreational, cultural, and other related services for that community.

Eligible Persons ..... Persons who (1) have attained the age of sixteen, (2) have not graduated from high school and are not recognized as having achieved an equivalent level of education, and (3) are not now regularly enrolled in school.

Federal Law ..... Adult Education Act of 1974 (Title VI, P.L. 93-380).

GED ..... General Educational Development.

Institutionalized Person ..... An adult who is incarcerated in a penal institution, reformatory, residential training school orphanage, general or special institution, or a physical or mental institution.

Non-Federal Share ..... The difference between the federal share of expenditures and the total expenditures for the purpose of which the federal share is paid.

Private Nonprofit Agency ..... An agency, organization or institution of whose net earning in no part may legally inure to the benefit of any private shareholder or individual.

Public Agency ..... An entity established by a state or a political subdivision supported in whole or in part by public funds and administered and controlled by publicly elected or appointed officials.

Resource Center ..... A facility which houses materials and equipment for adult education.

State Advisory Council ..... A group who advises the State Department of Education on matters concerning the establishment and the expansion of adult basic education programs and other matters pertaining to education for adults.

State Board ..... The State Board of Education.

The following definitions were adopted for all state plans by the Executive Committee on April 15, 1977.

Goal ..... An abstract or theoretical, but concise, statement which defines the desired results toward which the organization's efforts are directed.

Objective ..... A concise statement indicating a desired outcome of a program which will contribute to a goal to which it is related, but, unlike the goal, is stated in realistic achievable and measurable terms.

Types of Objectives

Operational or Process Objective ..... A statement identifying a specific responsibility relative to specific tasks to be accomplished within a defined time frame.

Product Objective ..... A statement indicating an expected specific product to be accomplished within a defined time frame.

Activity ..... Action or procedure designed to accomplish the specific objective which has been established for a specific program.

Strategy ..... Summation of activities designed to accomplish an objective.

DETAIL FOR FEDERAL REQUIREMENTS OF ADULT BASIC EDUCATION PLAN

Additional information to meet the requirements of the Annual Program Plan for the Adult Education Programs under Adult Education Act is presented. The format is designed to present in italics the specific topic as stated in the federal guidelines and then to develop the topic as it relates to the Kansas Fiscal Year 1979 Adult Basic Education Plan.

DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE
OFFICE OF EDUCATION

ANNUAL PROGRAM PLAN

(State-Federal Agreement)

Adult Education Act, as Amended
(Public Law 93-380)

COVER SHEET

__V__ Annual Program Plan for Adult Education Programs under Adult Education Act.

_____ Amendment to Annual Program Plan for Adult Education Programs under Adult Education Act.

Submitted by the State of **Kansas** in accordance with the provisions of the Adult Education Act and the Regulations promulgated thereunder.

Submitted by **State Department of Education** on _____.
(Name of State Agency)

By _____
(Authorized official)

_____
(Title)

To be completed by the Office of Education:

Date on which plan or amendment is effective: _____.

Approval recommended _____.
(Assistant Regional Commissioner for Occupational and Adult Education) (Date)

Concurred _____.
(Deputy Commissioner for Occupational and Adult Education) (Date)

Approved _____.
(U.S. Commissioner of Education) (Date)

DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE
OFFICE OF EDUCATION

Annual Program Plan
(State-Federal Agreement)

Adult Education Act, as Amended
(Public Law 91-230)

The State Board of Education of the State of Kansas,
(Officially designated State Agency)

hereinafter called the State Agency, hereby agrees and assures that this Annual Program Plan which serves as an agreement between State and Federal Governments under the Adult Education Act, will be administered in accordance with the following provisions:

(1) The State Agency has entered into cooperative arrangements with the State Health Authority, authorizing the use of such health information and services for adults as may be available from such authorities and as may reasonably be necessary to enable them to benefit from the instruction provided pursuant to the Act;

(2) The State Agency will provide support to local education agencies, and public and private nonprofit agencies for special projects, teacher training, and research projects (under section 306(a)(4));

(3) The State Agency assures that not less than 10 percent of the annual allotment shall be used for the purposes of Section 309 of the Act to provide support for both special projects and teacher training programs;

(4) The State Agency will provide for cooperation with Community Action programs, Work Experience programs, VISTA, Work-Study programs, programs designed to provide reading instruction for adults, and other programs relating to the antipoverty effort;

(5) The State Agency will provide for cooperation with manpower development and training programs, including programs under the Comprehensive Employment and Training Act (CETA), and occupational education programs;

(6) The State Agency will ensure that special emphasis will be given to adult basic education programs;

(7) The State Agency will provide such further information and assurances as may be required by applicable regulations;

(8) The statement checked below reflects the State's maintenance of effort for the preceding fiscal year:

✓ (a) The State, including its political subdivisions, had available for expenditure for adult education from non-Federal sources for the preceding fiscal year an amount which was not less than the fiscal effort per student or the aggregate amount expended for adult education purposes from non-Federal sources during the second preceding fiscal year; or

(b) Notification of reduction under regulation § 166.53 and supporting documentation are attached (Base year used for notification purposes is fiscal year 19___); or

(c) Request for waiver under exceptional circumstances, together with supporting documentation, is hereby submitted as an attachment to this plan; or

(d) Request for waiver under very exceptional circumstances, together with supporting documentation, is hereby submitted as an attachment to this plan.

(9)(a) The State Agency assures that the program will be conducted in compliance with all requirements imposed by or pursuant to the regulations in 45 CFR Part 80 to effectuate the provisions of Title VI of the Civil Rights Act of 1964 (P.L. 88-352);

(b) The State Agency has submitted or is hereby submitting as an attachment to this agreement the methods of administration to give reasonable assurance that the applicant and all recipients of Federal financial assistance under the annual program plan will comply with all requirements imposed by or pursuant to the regulations in 45 CFR Part 86 (prohibition of sex discrimination) Title IX of the Education Amendments of 1972 (P.L. 92-318);

(10) The annual program plan has been submitted to the Governor for review; and his/her comments (or a statement that no comments have been made) will be attached to the annual program plan. Any amendments to this plan, as well as other periodic reports required under the program, if any, will be submitted for the Governor's review. The Governor's comments (or a statement that no comments were made) will accompany the materials when they are submitted to the U. S. Office of Education;

(11) Assurance is hereby given that the total annual expenditure of Federal funds for adult secondary education shall not exceed 20 percent of the total annual allotment granted to the State under Section 305 of the Act;

(12) Assurance is hereby given that special assistance will be provided for persons of limited English-speaking ability by providing bilingual adult education programs, in accordance with the criteria specified in §166.12(e) of these regulations;

(13) Assurance is hereby given that not more than 20 percent of the total expenditures (from Federal funds and State and local matching funds) for any fiscal year for the purposes of this Act shall be used for adult basic education or adult secondary education programs for institutionalized adults;

(14) The program for the use of grants has been developed by the State Agency in accordance with Section 306 of the Act and affords assurance for substantial progress with respect to all segments of the adult population and all areas of the State toward carrying out the purpose of the Act and applicable regulations;

(15) The State Agency assures that it will not approve an application for a program of instruction unless it determines that the program will (a) utilize qualified administrative personnel and instructional staff, adequate facilities, equipment, materials, and guidance and counseling services; (b) provide for effective recruitment and retention of participants in adult education programs; and (c) provide for effective administration and supervision and assure efficient and economical operation in providing an adequate learning environment;

(16) The State Agency assures that it will constantly monitor the performance of all activities supported under the Act to assure that adequate progress is being made toward achieving the goals of the grant. This review shall be made for each function or activity of each grant as set forth in the approved Annual Program Plan.

(17) The State Agency will submit for approval by the U. S. Commissioner of Education an annual program plan, in accordance with Section 434(b)(1)(A)(V) of the General Education Provisions Act. Such annual program plan will include a certification by the State's Attorney General or other appropriate official, as specified in §166.14 of the regulations.

Such program for use of grants is set forth in _____

State Plan for Fiscal Year 1979 -- Adult Basic Education

(Name of document)

which is attached hereto.

Kansas State Department of Education
(State Agency)

120 East Tenth Street
(Address)

Topeka, Kansas 66612

By: _____
(Signature of authorized official)

_____
(Date)

Commissioner of Education
(Title)

200.0 The goal of the Adult Basic Education Program is to eliminate functional illiteracy for those adults who recognize and define their needs, to provide educational opportunity across the state for adults to enhance their employability, to make them less dependent on others, and to assimilate the foreign born into our culture by offering English communication skills to them. Because a significant number of adults in Kansas have terminated their education without acquiring a high school diploma, the goal of the Adult Basic Education Program does not change from year to year.

The needs assessment identifies potential clientele for the program. First, every effort is made to recruit and enroll adults who have less than eight years of school attendance. When it has been determined that this segment of the clientele will not enroll in a program, recruitment efforts are then directed to adults who have less than a high school diploma. These adults are regarded as those who terminated their education sometime during their ninth, tenth, eleventh, or twelfth year of school.

Each year local program directors also conduct a needs survey to determine the useful expenditure of 309 funds. It is mandatory that no less than 10 percent of the annual federal grant be used for funding staff development programs, special demonstration projects, and research activities to identify useful staff development programs. The Kansas Advisory Council on Adult Education reviews the applications for funding and selects the recipients according to their plan to meet the identified needs of the Adult Basic Education Program.

Adult Learning Needs Survey

Procedure

301.1 The 1970 census is the information used for the Adult Basic Education Needs Survey. (See the Needs Assessment Analyses) The census report states that more than 600,000 adults have less than a high school diploma. The statistics also indicate that 176,000 adults have less than nine years of formal education. Thus, as its first priority, the Postsecondary Education Section has educational programs for those adults who have not completed more than eight years of education. The second priority is to provide programs of instruction for the adults whose goals are a high school diploma or its equivalency.

EDUCATIONAL ATTAINMENT LEVEL OF KANSAS ADULTS

County	0-4 Years	5-7 Years	8 Years	No. H.S. Diploma Ages 16-24	No. H.S. Diploma Age 25-Over	Total
Allen	231	703	2,118	902	1,638	5,592
Anderson	81	371	1,538	510	745	3,245
Atchison	214	655	1,987	1,149	1,660	5,665
Barber	106	448	757	421	655	2,387
Barton	285	878	3,302	1,840	2,407	8,712
Bourbon	216	636	2,347	913	1,558	5,670
Brown	120	1,160	1,104	701	997	4,082
Butler	402	1,119	3,251	2,319	3,606	10,697
Chase	61	153	420	204	316	1,154
Chautauqua	100	220	881	278	548	2,027
Cherokee	369	1,202	3,169	1,293	2,346	8,379
Cheyenne	121	298	657	255	332	1,663
Clark	38	124	298	174	300	934
Clay	106	276	1,689	593	843	3,507
Cloud	181	456	1,557	707	888	3,789
Coffey	69	251	1,444	444	631	2,839
Comanche	25	103	281	162	272	843
Cowley	1,186	1,088	3,347	2,101	3,799	11,521
Crawford	1,000	1,789	4,328	2,271	3,366	12,754
Decatur	48	198	671	299	547	1,763
Dickinson	267	708	1,161	1,199	1,620	4,955
Doniphan	132	349	1,310	546	838	3,175
Douglas	490	1,202	2,539	3,476	3,592	11,299
Edwards	39	228	511	275	352	1,405
Elk	29	201	753	231	516	1,730
Ellis	293	675	2,187	1,484	1,228	5,867
Ellsworth	122	232	1,026	369	538	2,287
Finney	371	596	1,352	1,142	1,390	4,851
Ford	331	714	1,905	1,355	1,784	6,089
Franklin	197	628	2,214	1,200	2,075	6,314
Geary	212	467	1,562	1,687	1,764	5,692
Gove	75	83	516	236	226	1,136
Graham	64	132	645	285	398	1,524

EDUCATIONAL ATTAINMENT LEVEL OF KANSAS ADULTS (Continued)

County	0-4 Years	5-7 Years	8 Years	No. H.S. Diploma Ages 16-24	No. H.S. Diploma Age 25-Over	Total
Grant	113	171	479	358	544	1,665
Gray	90	176	592	271	373	1,502
Greeley	18	45	143	109	184	499
Greenwood	109	373	1,486	548	885	3,401
Hamilton	10	94	305	165	164	738
Harper	87	318	1,075	472	818	2,770
Harvey	379	801	2,237	1,634	2,326	7,377
Haskell	39	64	192	220	336	851
Hodgeman	23	64	320	160	219	786
Jackson	126	233	1,216	620	959	3,154
Jefferson	110	312	1,386	717	1,090	3,615
Jewell	35	177	947	366	496	2,021
Johnson	1,137	3,202	7,024	13,204	12,240	36,807
Kearney	38	114	224	183	296	855
Kingman	84	323	1,109	533	696	2,745
Kiowa	62	123	421	245	405	1,256
Labette	385	1,087	3,113	1,546	2,669	8,800
Lane	16	90	344	162	192	804
Leavenworth	839	2,451	4,893	3,200	5,310	16,693
Lincoln	34	71	610	275	561	1,551
Linn	163	382	1,377	466	766	3,154
Logan	50	134	474	229	260	1,147
Lyon	218	691	2,186	1,924	2,187	7,206
McPherson	225	777	2,779	1,487	1,900	7,168
Marion	271	656	2,084	836	1,124	4,971
Marshall	133	477	2,469	788	1,093	4,960
Meade	73	192	563	295	435	1,558
Miami	306	706	2,475	1,155	1,874	6,516
Mitchell	60	266	1,094	480	557	2,457
Montgomery	748	2,039	4,587	2,397	4,493	14,264
Morris	98	277	972	386	593	2,326
Morton	22	94	256	214	312	898
Nemaha	281	543	2,013	709	863	4,409

EDUCATIONAL ATTAINMENT LEVEL OF KANSAS ADULTS (Continued)

County	0-4 Years	5-7 Years	8 Years	No. H.S. Diploma Ages 16-24	No. H.S. Diploma Age 25-Over	Total
Neosho	314	781	2,373	1,129	1,748	6,345
Ness	154	234	672	287	349	1,696
Norton	143	220	1,080	437	598	2,478
Osage	165	620	1,584	801	1,331	4,501
Osborne	72	288	1,056	385	431	2,232
Ottawa	53	202	790	371	675	2,091
Pawnee	91	272	969	509	754	2,595
Phillips	55	350	1,374	473	540	2,792
Pottawatomie	109	291	1,508	705	1,036	3,649
Pratt	61	305	958	633	977	2,934
Rawlins	65	141	654	263	303	1,426
Reno	848	1,945	4,995	3,646	5,611	17,045
Republic	55	342	1,315	510	772	2,994
Rice	144	371	1,349	739	1,189	3,792
Riley	212	529	1,995	3,407	2,513	8,656
Rooks	68	237	1,096	458	693	2,552
Rush	73	216	975	307	399	1,970
Russell	152	343	1,290	566	809	3,160
Saline	376	994	3,032	2,795	3,909	11,106
Scott	72	170	582	336	465	1,625
Sedgwick	3,669	9,886	2,895	21,042	31,159	68,651
Seward	193	400	993	945	1,429	3,960
Shawnee	1,846	4,148	9,926	9,319	13,108	38,347
Sheridan	65	78	576	231	190	1,140
Sherman	336	1,129	3,809	1,805	2,795	9,874
Smith	50	326	1,230	405	540	2,551
Stafford	47	159	788	356	586	1,936
Stanton	29	32	155	137	201	554
Stevens	38	114	300	252	351	1,055
Sumner	265	713	2,406	1,413	2,744	7,541
Thomas	72	160	656	450	591	1,929
Trego	58	184	728	266	361	1,597
Wabaunsee	41	276	1,009	384	505	2,215

EDUCATIONAL ATTAINMENT LEVEL OF KANSAS ADULTS

County	0-4 Years	5-7 Years	8 Years	No. H.S. Diploma Ages 16-24	No. H.S. Diploma Age 25-Over	Total
Wallace	20	50	310	133	230	743
Washington	73	430	2,073	555	577	3,708
Wichita	77	90	318	196	198	879
Wilson	184	453	1,597	679	1,287	4,200
Woodson	44	179	936	287	519	1,965
Wyandotte	4,286	10,856	15,745	11,211	21,466	63,564
Grand Total	28,638	74,380	180,369	136,198	194,934	614,519

Adult Learning Needs Survey

301.2 The handicap of illiteracy to the adult is obvious. Evidence of the high correlation between lack of education and unemployment and unsatisfactory employment is abundant. For example, a U. S. Department of Labor study in 1969 showed an unemployment rate of 10 percent for workers who had completed fewer than five years of schooling, 9.8 percent for those with five to seven years, 4.8 percent for high school graduates, and 1.8 percent for college graduates.

The 1975 Adult Performance Level Study redefined literacy as not simply the ability to read or write at some arbitrarily chosen low grade level, but as the ability of an adult to apply skills to several major knowledge areas which are important to adult success. In the study a general index of literacy was developed with sixty-five requirements identified for the functional literacy level. The following table summarizes the percentage of adults in each level as disclosed in the four year study by the U. S. Office of Education. It should be noted that almost one of five adults in the United States is in the first level — adults who function only with difficulty because of their unsatisfactory mastery of the requirements for functional literacy.

ADULT PERFORMANCE LEVEL STUDY

AREAS	APL 1*	APL 2**	APL 3***
Occupational Knowledge	19.1 %	31.9 %	49. %
Consumer Economics	29.4	33.	37.6
Government and Law	25.8	26.2	48.
Health	21.3	30.3	48.3
Community Resources	22.6	26.	51.4
SKILLS			
Reading	21.7	32.2	46.1
Problem Solving	28.	23.4	48.5
Computation	32.9	26.3	40.8
Writing	16.4	25.5	58.1
Overall Competency Levels	19.7	33.9	46.3

* APL 1 - Adults who function only with difficulty because of their unsatisfactory mastery of the requirements for functional literacy.

** APL 2 - Adults who are functional, but not proficient.

*** APL 3 - Adults who are proficient.

302.3 An additional concern is providing components in the Adult Basic Education Program for adult students whose communicative language is not English. Programs are equipped to provide the foreign born and those whose primary language is other than English an opportunity to become functional in English writing and speaking skills.

The Manhattan Adult Learning Center is designated for screening and distributing appropriate teaching materials for adult students studying English as a Second Language. The Manhattan personnel also serve as staff development consultants for the other adult basic education programs over the state in the area of teaching communication skills in English as a Second Language to adult students.

302.4 Serving the educational needs that exist within the several state institutions is a part of the institutions' program. The institutions have educational and program directors who request limited services from the Postsecondary Education Section. The services will be provided to the extent that funding is available. GED testing opportunities for those wishing an equivalency diploma are provided to the institutions through the Postsecondary Education Section.

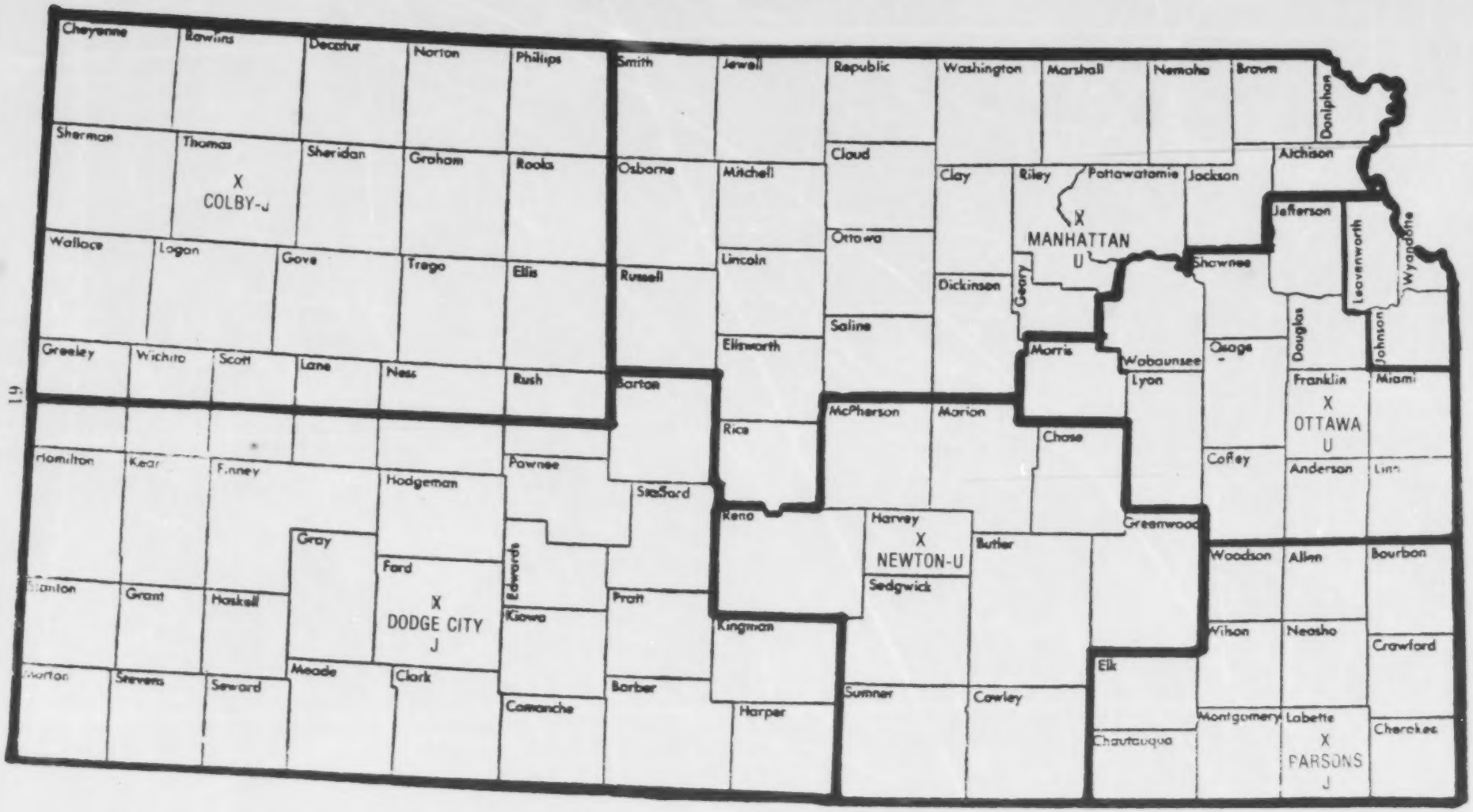
302.5 The state map shows the six cluster areas and the location of resource centers directed by a cluster coordinator. This represents a delivery system to all local programs, institutions, and other special groups.

Conclusion

303.0 The uncertainty of adequate funding presents an obstacle to specific and adequate long range planning for meeting these needs. However, adult basic education programs will remain flexible and ready to meet any new challenge. Program directors, teachers, and counselors who have the professional expertise and willingness to work in these conditions plan and develop successful educational experiences for adults. Information concerning the educational needs of adults is a continual up-dating activity.

Needs surveys will continue to be the basis for funds requested to eliminate functional illiteracy and to provide educational opportunity for those with less than nine years of education and for those whose education was terminated at a time before receiving a high school diploma.

KANSAS ADULT BASIC EDUCATION CLUSTERS
For Fiscal Year 1979



J – Community Junior College
U – Unified School District
X – Cluster Coordinator

Inventory of Resources

401.0 An inventory of adults interested in adult basic education is kept current. Selected staff are prepared for teaching adults through the continuous staff-development programs of the State Department of Education and the local in-service training. Additional preparation may be obtained through undergraduate and graduate courses offered by extension or on campus at Kansas State University at Manhattan.

Physical sites for programs vary with economic conditions of the community. Program sites are often temporary to serve the population as needs indicated.

402.1 There is an adequate number of adults available to staff the adult basic education programs. Present staff (see table below) may be supplemented by professionals, paraprofessionals, and volunteers from each community in which a program is operated.

ADULT EDUCATION PERSONNEL FOR 1977

Type of Educational Personnel	*Total Number of Personnel*	*Number of Full-Time Equivalent*
State Level Administrative and Supervisory Personnel	1	1.0
Local Administrative and Supervisory Personnel	91	19.0
Local Teachers	281	46.0
Local Counselors	24	7.8
Local Paraprofessionals	148	74.0
TOTAL	545	147.8

402.2 Facilities, such as classrooms, libraries, laboratories, materials, instructional equipment, supplies teaching aids, and communications media, are to be appropriate and adequate in number and quality to enable the attainment of the educational objective of those enrolled. If such facilities and materials are not available in public schools, but are available elsewhere, the program of instruction is provided with such facilities and materials pursuant to a written agreement between the local educational agency and the individual institution or organization providing such facilities and materials.

LOCATION OF ADULT BASIC EDUCATION CLASS

Location	*Number of Daytime Classes*	*Number of Evening Classes*	*Number of Participants*
School Building a. Elementary/Junior High	0	63	1,180
b. Secondary	0	13	6,213
c. Community Junior College	50	52	1,289
Learning Center	54	68	4,349
Correctional Institute	5	3	1,087
Hospital	4	4	311
Work Site	7	6	186
Other Locations	5	81	917
TOTAL	125	290	15,532

402.3 *Financial resources available include federal, state, and local funds as shown below.*

DISTRIBUTION OF FEDERAL AND STATE FUNDS

	FY 1976	*FY 1977*	*FY 1978*
Adult Basic Education Programs	$418,592	$431,436	$591,874
309 Special Experimental Demonstration and Teacher Training Programs	170,954	126,000	95,688
High School Completion — GED Preparatory	139,162	153,320	151,191
State Administration	51,000	35,000	29,866
English as a Second Language	67,666	58,000	43,770
TOTAL	847,374	806,952	912,389
Total for Program Expenditures Only*	$625,420	$645,952	$786,835

* Does not include 309 programs or State administration

DISTRIBUTION OF PROGRAM EXPENDITURES

	FY 76	*FY 77*	*FY 78*
USD	$306,456	$273,446	$341,701
CJC	318,964	372,506	445,134
Total	$625,420	$645,952	$786,835

STATE FUNDING FOR FISCAL YEAR 1979

The state provides *approximately* 10 percent of the funds needed to match federal funds for Adult Basic Education Programs.

Total State Funds	$ 90,000
Total Federal Funds ($35,000 for state administration)	822,389
Total Funding (Federal and State)	$912,389

$$\text{TOTAL FUNDING} = \underset{90\%}{\text{Federal Funds}} + \underset{10\%}{\text{State Matching Requirement}}$$

403.0 There are adequate human and physical resources available for efficient operation of the Adult Basic Education Program within the limitations imposed by available funds. As the financial area increases, the total program will be expanded in the other areas that have proven a need, according to the surveys.

501.0 *Long Range Priorities and Objectives*

501.1 It is almost impossible to separate the short and long range priorities and goals. Both involve the elimination of functional illiteracy among adults regardless of where they reside in Kansas. The target population is so extensive that it will require years to serve one-fourth of the 614,519 who have educational needs.

Priorities are arranged in order to meet the lower level needs and then to provide opportunities for the adults that require a high school diploma, or its equivalent.

501.2 The basis for the two priorities is to meet the federal guidelines and their established priorities.

501.3 The Kansas Adult Basic Education Program priorities are in agreement with national priorities. The target population in Kansas is somewhat different than it is in some other states. The number of adults with less than eight years of education represents only one-fourth of the adult population with less than a high school diploma. The adult educators will continue to request a higher priority be placed on adults with less than a high school diploma.

Program Priorities and Objectives

502.0 *Immediate priorities and objectives (309) Staff Development and Special Demonstrative Projects.*

502.1 A survey was initiated through the cluster coordinators to determine what local directors, teachers, and counselors believed to be their greatest need to more effectively conduct the Adult Basic Education Program. The survey pointed to three major concerns: teaching methods and techniques with appropriate materials to serve the educable mentally retarded adult, guidance and counseling for the adult learner using the SAGE materials as a guide, and a statewide systematic approach to an awareness program focusing on ABE, GED, APL, and ESL programs.

The suggested areas for which 309 Grants may be made are listed.

Staff	1. The understanding and motivation of the adult learner.
Staff	2. Effective methods in controlling and reducing tension in adult learners.
Staff	3. Adult growth and development in relation to learning.
Staff	4. Learning problems of older adults.
Staff	5. Counseling by telephone.
Demonstration	6. Techniques for preparing students psychologically for testing.
Demonstration	7. Development and publicizing the home study program for G.E.D. completion. To demonstrate that there are adults who have identified their educational goals but due to conditions beyond their control, enrolling at an adult basic education center is impractical

		or impossible. To further demonstrate that home study is especially desirable for older adults, home bound adults, and families with work schedules that prohibit attendance at an established center.
Research	8.	A follow-up study on adult basic education dropouts.
Demonstration	9.	A traveling G.E.D. examiner for isolated areas that are not now being served by a testing center. (Demonstrate: The availability of a traveling testing center will increase the number of examinees by 5 percent.)
Demonstration	10.	Peer Counseling
Demonstration	11.	Older Americans — Adult Performance Level
Demonstration	12.	A different delivery system of providing instruction.
Demonstration	13.	English as a Second Language — Migrants education and follow-up.

KANSAS ADULT EDUCATOR NEEDS SURVEY

I. In-service Training Topics

A. Please rank the following topics according to your feeling of their need to you as an adult educator. Use "1" for the highest rank, "2" for the next highest, etc.

1 (414)*	Understanding and motivating adult learners
2 (344)	Effective methods in controlling and reducing tension in adult learners
3 (297)	Adult growth and development in relation to learning
4 (289)	Learning problems of older adults

What areas of research if undertaken by Kansas State University do you feel could contribute to making you a better adult educator?

Please rank with "1" indicating highest priority, "2" next highest, etc.

3 (299)	Learning theory applied to undereducated adults
2 (373)	Motivation of undereducated adults
1 (411)	Materials and techniques that enhance the teaching of adults
4 (247)	Self-concept profiles of undereducated adults
5 (100)	Comparative studies of "rural" and "urban" ABE students

B. Please indicate the maximum distance you are willing to travel to attend workshops such as those given in "A."

14%	0-15 miles
13%	16-30 miles
35%	31-50 miles
10%	51-75 miles
28%	76 or more

Do you prefer to have these workshops offered for college credit?

69%	Yes
31%	No

Are you willing to spend at minimum, 18 contact hours over a nine-month period in a given workshop?

77%	Yes
23%	No

Which method of delivery do you prefer for a given workshop?

51%	a.	Three 6-hour sessions on Saturdays at two month intervals
35%	b.	Six 3-hour night sessions on a week-day at 6 week intervals
14%	c.	Other (specify). Combination of "a" and "b"

Are you willing to contribute to the cost of your attendance to a given workshop?

66%	Yes
34%	No

If yes, what percentage?**

26.5%	10% or less
12.5%	11-25%
37.5%	26-50%
4.5%	51-75%
19.0%	76-100%

Would you attend a workshop relevant to your needs if it is delivered within a 100 mile radius of your home and if the mileage expense is covered by your employer?

87%	Yes
13%	No

* Numbers in parentheses indicate weighted rankings of responses, with 5 awarded the highest rank, 1 the lowest rank.

** Percentages rounded to nearest "whole" number. Hence, total sum may exceed 100%.

Topics submitted by ABE personnel other than those covered in survey.

In-service Training:

Recruitment-Retention
Methods, materials, techniques in teaching adults
Helping adults establish learning goals
Counseling GED students

Research

Follow-up of drop-outs and graduates
Comparative study of delivery systems - open vs. structured
Evaluation for part-time learners
Teacher motivation - part-time vs. full-time

502.3 It was agreed that adult performance level material will be used to serve the need of the educable mentally retarded adults. The Kansas APL curriculum materials are adaptable to be used in this particular educational setting.

The Adult Basic Education Specialist in the Postsecondary Education Section has been and will continue to cooperate with retirement homes and organizations for the aging, and in supplying reading and study materials for their clients. Again the APL concept and the Kansas curriculum materials fulfill some of the immediate and long range needs.

It will be possible to provide programs of adult basic education to many more adults through the use of cable television and the extended use of public television. Each year program administrators are required to extend the number of satellite programs. It is now possible to operate shorter term programs with a continual rotation of teaching materials using slides and taped presentations.

503.0 The national priorities were noted in 501.3, and all will be included in the Adult Basic Education Program during the fiscal year. Special emphasis will be placed upon guidance and counseling and the adult performance level materials.

504.0 The Kansas Advisory Council of Adult Education was selected to represent the areas suggested in the 1976 Rules and Regulations. The State Board of Education appointed the members to serve on the council, and the U. S. Commissioner of Education certified them. The council approved the three main areas to be funded under 309 funds. The council reviewed the applications and recommends the funding of the programs and projects for the next fiscal year.

505.0 The College of Education, Kansas State University, provides degree programs in Adult and Occupational Education. Members of the staff have assisted in the selection of the priorities for 309 funds and the funding of the programs and projects. The College of Education does not require all students in adult education courses to be on campus. The courses are offered at selected sites for adult educators residing within a given area.

Activities and Procedures

601.0 The following map identifies the thirty-seven adult basic education centers and the satellites. Evident are areas of the state which are not being served. The following counties do not have any involvement with adult basic education: Marshall, Nemaha, Rawlins, Jefferson, Leavenworth, Osage, Wabaunsee, Ness, Sumner, and Stanton; and sections of Pottawatomie, Clay, Republic, Mitchell, Jewell, Dickinson, Lane, Pawnee and Marion.

All-out effort is being made to initiate programs of instruction for educationally disadvantaged adults in these areas of the state. Applications for funding on-going programs are received on or before April 1 of the fiscal year preceding the year for which the funds are requested. Program directors are advised of their approval or disapproval prior to June 15. To be eligible, the applications must contain the following information:

1. The number and scope of adults to be served and the geographical area to be covered by the program.
2. A guarantee that there will be no charge for tuition, fees, or purchase of books and materials.
3. The duration of the program and the intensity of study required.
4. Availability of facilities, materials, guidance and counseling services, and health information.
5. Submission of records as described by law.
6. Guarantee of compliance with Civil Rights.

Areas showing the greatest need for adult basic education receive first consideration when local programs are approved. Presently there are not enough funds available to serve those areas without programs, but an attempt to reach these areas through other instructional methods is being made. The Kentucky tapes, which consist of thirty-four, thirty-minute instruction covering all areas of the GED, have been adapted for cassette television programming and can be used in these unserved areas. In addition, a mobile unit purchased in 1975 is equipped to provide instruction and GED testing opportunities, and the area covered by this mobile unit will be expanded in fiscal year 1979. A home study component has been developed for use by adults who find it impossible to attend organized programs. As of February 1, 1978, 453 adults are enrolled in the home study program. The adults live in one hundred sixty-five communities and in seventy-eight counties of Kansas.

Adult Basic Center and/or Administrative Center*	Satellites	USD No.
Arkansas City — Cowley County Community Junior College and Area Vocational-Technical School (administrative center)		
	Wellington	353
	Winfield	465
Bonner Springs (administrative center)		204
Chanute — Neosho County Community Junior College (administrative center)		
Coffeyville — Coffeyville Community Junior College (administrative center)		
Colby — Colby Community Junior College (administrative center)		
	Goodland	352
	Healy	468
	Hill City	281
	Hoxie	412
	Norton	211
	Oakley	274
	Oberlin	294
	Phillipsburg	325
	St. Francis	297
	Scott City	466
	Sharon Springs	241
	Stockton	271
	Tribune	200
	WaKeeney	208
Concordia — Cloud County Community Junior College (administrative center)		
	Belleville	427
	Beloit	273
	Clay Center	379
	Mankato	278
	Marysville	364
	Minneapolis	239
	Osborne	392
	Smith Center	237
Council Grove (administrative center)		417
Dodge City — Dodge City Community Junior College (administrative center)		
	Ashland	220
	Cimarron	102
	Coldwater	300
	Fowler	225
	Greensburg	422
	Jetmore	227
	Meade	226
	Minneola	219

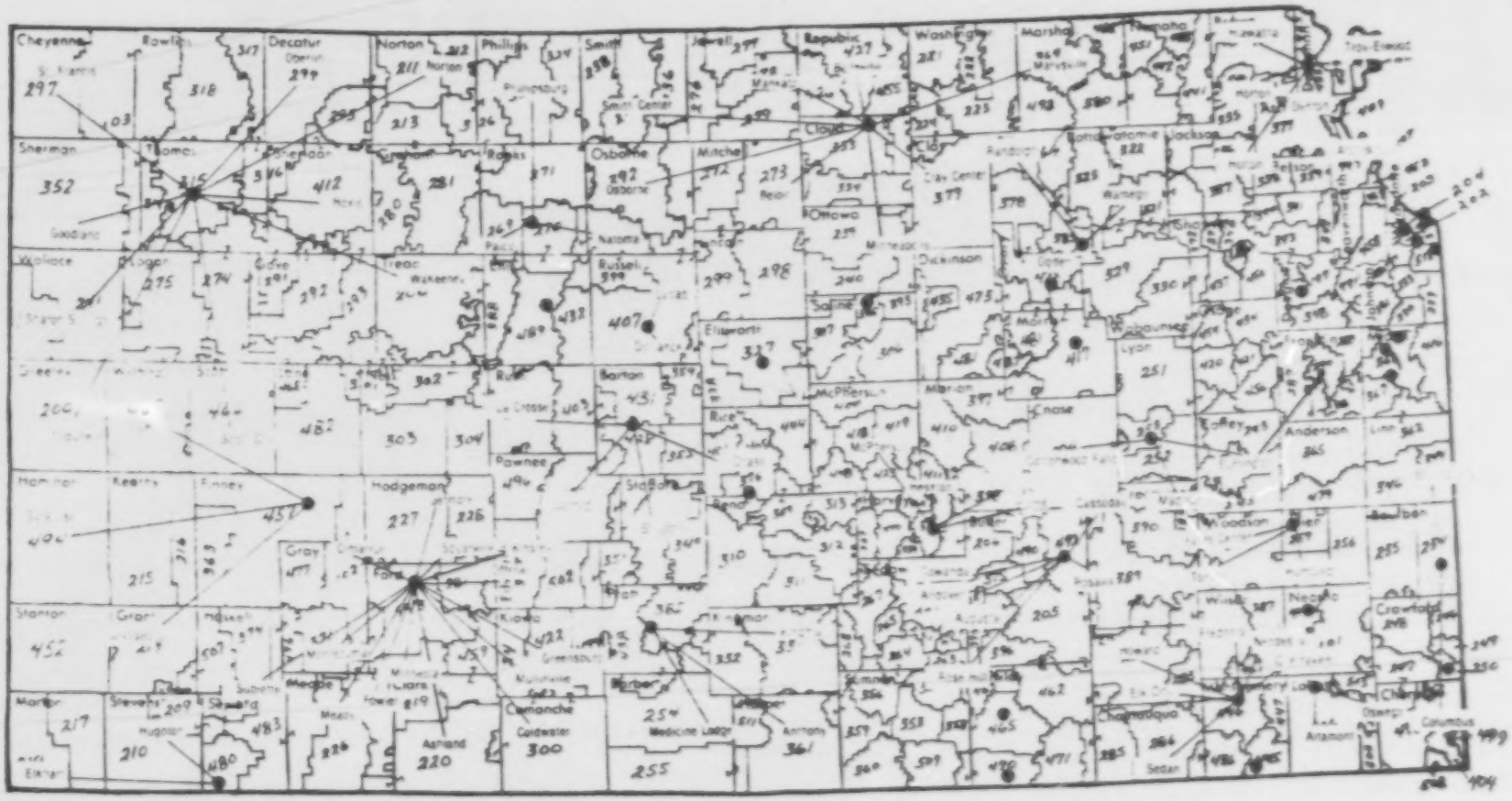
* Administrative center receives the funding and in turn pays the satellites.

	Montezuma	371
	Mullinville	424
	Kinsley-Offerle	347
	Sublette	374
El Dorado — Butler County Community Junior College		490
	Augusta	402
	Cassoday	492
	Rosalia	492
	Towanda	375
	Andover	385
	Rose Hill	394
Emporia (administrative center)		
	Burlington	244
	Cottonwood Falls	284
	Madison	386
Fort Scott — Fort Scott Community Junior College (administrative center)		
	Columbus	493
	Mound City	346
Garden City — Garden City Community Junior College (administrative center)		
	Leoti	467
	Syracuse	494
	Ulysses	214
Great Bend — Barton County Community Junior College (administrative center)		
	Chase	401
	La Crosse	395
	Larned	495
	St. John	350
Hays (administrative center)		489
Highland — Highland Community Junior College (administrative center)		
	Atchison	409
	Denton	433
	Hiawatha	415
	Holton	336
	Horton	430
	Troy-Elwood	429
Hutchinson — Hutchinson Community Junior College (administrative center)		
Independence — Independence Community Junior College (administrative center)		
	Cherryvale	447
	Elk City	446
	Fredonia	484
	Howard	282
	Neodesha	461
	Sedan	286

Iola — Allen County Community Junior College (administrative center)		
	Toronto Honor Farm	
	Humboldt	258
	Yates Center	366
Junction City (administrative center)		475
Kansas City — Kansas City Community Junior College (administrative center)		
	Argentine Middle School	
	Community Service Center	
	Crosslines Center	
	Avondale Center	
	St. John — Devine Center	
	St. Thomas Center	
	Wyandotte County Jail	
Lawrence (administrative center)		497
Liberal — Seward County Community College (administrative center)		
	Elkhart	218
	Hugoton	210
Manhattan (administrative center)		383
	Ogden	383
	Randolph	384
	Wamego	320
Newton (administrative center)		
	Burns	398
	Hesston	460
	McPherson	418
	Peabody	398
Osawatomie — state institution (administrative center)		
Ottawa (administrative center)		290
	Burlington	244
Overland Park — Johnson County Community Junior College (administrative center)		
	Bishop Miege	
	De Soto	232
	Edgerton	231
	Merriam Multi Service Center	
	Olathe	233
	Shawnee Mission North	512
	Shawnee Mission Northwest	512
	Shawnee Mission West	512
	Spring Hill	230
	Sunflower Village	
Paola (administrative center)		368

Parsons — Labette County Community Junior College (administrative center)		
	Altamont	506
	Oswego	504
Pittsburg (administrative center)		250
Pratt — Pratt Community Junior College		
	Anthony	361
	Kingman	331
	Medicine Lodge	254
Russell (administrative center)		407
Salina (administrative center)		305
	Little House	
	Little House #2	
	Salina AVTS	
	Salina South High School	
Topeka (administrative center)		501
	East Topeka Junior High	
	Eastminister Presbyterian Church	
	Guadalupe Elementary School	
	Let's Help	
	St. Francis Hospital	
	Stormont-Vail Hospital	
Wichita (administrative center)		259
	Boeing	
	Cleveland Center	
	Greiffenstein Adult Center	
	Grove Center	
	McConnell AFB	
	Planeview Center	
	St. Francis Hospital	
	Sedgwick County Correction Department	
	South Center	
	VA Center	
	Waco Center	
	Westside Center	
Winfield (administrative center)		465

ADULT BASIC EDUCATION PROGRAMS AND SATELLITES



● —Program

_____ —Satellite

Number —School District

85

602.0 The program shall endeavor to recruit and enroll students from a geographical area where identified educationally disadvantaged people reside, particularly those who are the most severely impoverished. Adults on Level I are to receive top priority in developing and expanding programs.

603.0 Adult basic education programs shall include the basic skills in preparation for earning a high school diploma through the General Educational Development program with opportunities to participate in career education and in other areas of study defined as a need by the adult.

604.0 Each program will include for the adult who does not speak or write English as his primary language those educational experiences that will enable him to function in his community using the English language.

605.0 Institutions have their own educational programs and directors who cooperate with directors of the adult basic education and the GED preparation programs to provide for the educational needs of the clients. GED testing service is offered to each institution.

606.0 Program implementation is contingent upon the receipt of the program application meeting the criteria set forth. Applications are approved only when adequate funds are available.

607.1 *State Advisory Council*

607.101 The State Board of Education shall appoint a State Advisory Council to advise the Postsecondary Administration Section and the State Board of Education concerning adult basic education programs in Kansas.

607.102 The State Advisory Council shall be composed of the representatives from the following:

1. Elderly
2. Minority
3. Educationally Disadvantaged
4. Client or Consumer
5. Higher Education
6. Area Vocational-Technical Schools or Career Education
7. Practicing Adult Educator
8. Department of Corrections
9. Public Schools

The following will be invited to one or more meetings per year:

1. The first vice president of the Kansas Adult Education Association
2. A librarian
3. A representative of business and industry
4. A representative of special education

607.103 *Meetings and Rules*

The State Advisory Council shall meet within thirty days after certification by the Commissioner and select from its membership a chairperson. The council shall elect its officers for a term to be determined by the council. Subsequent meeting dates shall be determined by the council.

607.104 *Functions and Responsibilities*

The State Advisory Council shall do the following:

607.1041 a. Advise the State Board of Education on the development and administration of the State Plan approved pursuant to the Act and the regulations in this part.

607.1042 b. Advise the State Board of Education on policy matters arising in the administration of the Act and the regulations in this part.

607.1043 c. Advise the State Board of Education with respect to long range planning.

607.1044 d. Advise the State Board of Education with respect to studies for evaluating adult education programs, services, and activities assisted under the Act; and

607.1045 e. Prepare and submit to the State Board of Education and the National Advisory Council on Adult Education, established pursuant to Section 311 of the Act, and the U. S. Commissioner of Education, an annual report of its recommendations, accompanied by such additional comments of the State Educational Agency as that agency deems appropriate. (20 U.S.C. 1208b)

607.105 The State Advisory Council shall meet at least four times during each fiscal year. One meeting shall be a public meeting at which the public is given the opportunity to express views concerning adult education. Special meetings may be called at the pleasure of the State Board of Education.

607.107 The State Advisory Council shall obtain the services of such professional, technical, and clerical personnel as necessary to carry out its functions.

607.108 Members of the State Advisory Council and its staff, while serving on the business of the council, may receive subsistence, travel allowances, and compensation in accordance with state law, regulations, and practices applicable to persons performing comparable duties and services.

607.109 Costs incurred by State Advisory Council members to perform services for the State Adult Education Program must be classified as a cost of administration. The state educational agency may choose to pay all or some portion of these costs from state and local revenues. However, if Federal funds are to be used for this purpose, such costs must be paid from the 5 percent allowance for the cost of administration.

607.2 *Local Advisory Council*

607.201 Each local sponsoring agency makes provision for its own advisory council, the members of which are appointed by the chief school administrator and the local director of the Adult Basic Education Program.

607.202 In cases where the chief school administrator is also the director of the Adult Basic Education Program, then it is his duty to appoint the advisory council. Every appointed council includes, where possible, members of the several other agencies involved in adult skill training and education. A spirit of coordination and cooperation should prevail.

607.203 Advisory councils are frequently formed to help in recruitment. The advisory councils, composed of representatives of those agencies and organizations whose normal operation brings them in contact with educationally disadvantaged adults, can serve adult basic education in the following ways:

1. to persuade the community to accept meaningful responsibility for the program,
2. to identify those areas where programs are needed, and
3. to publicize the program through all forms of the mass media.

The advisory council can perform various functions: canvas the community door to door, identify undereducated adults and encourage them to enroll in the program, follow-up the attendance records of enrolled students to keep the number of dropouts low and to maintain regular attendance, assist in providing sites and teachers for classes, and work with neighborhood agencies in providing support services, such as child care or transportation.

608.1 Any and all reports are made available to the State Board of Education and the United States Commissioner of Education as required by law. Each program of instruction indicates to what extent the program expects to accomplish the basic goals of teaching adults to read and write within a reasonable length of time.

Approval of local programs of Adult Basic Education is received on application form supplied by the State Board of Education. Applications may be received at any time during the fiscal year preceding that fiscal year for which funds are requested. Applications are approved only when adequate funds are available and when the following criteria are met:

a. The extent to which the criteria as outlined are met shall be identified.
b. Those local educational agencies that are willing to conduct programs in adult basic education based upon available local, state and federal funds shall be given first consideration.
c. Each program of instruction shall define the scope of adults to be served and the geographical area to be covered by such program including satellite programs, if any.
d. Each program shall endeavor to recruit and enroll students from a geographic area where known educationally disadvantaged people reside, particularly those who are the most severely improverished.

610.0

e. No program of instruction shall require as a condition for participation in the program the payment of tuition, fees, or other charges, or the purchase of books and other materials.

f. Each program of instruction serving in whole or in part an area served by a work-experience program shall be administered in conjunction with such a work experience program college work study programs, VISTA, CETA, and other such programs including programs cooperating with business and industry.

g. Each program of instruction shall be sufficiently, but not excessively, extensive in duration and intensive within a scheduled unit of time to enable the students to develop the basic educational skills and competencies they need.

h. Facilities, such as classrooms, libraries, laboratories, materials, instructional equipment, supplies teaching aids, and communications media, shall be suitable and adequate in supply and quality to enable the attainment of the educational objective of those enrolled. If such facilities and materials are not available in public schools, but are available elsewhere, the program of instruction will be provided with such facilities and materials pursuant to a written agreement between the local educational agency and the individual institution or organization providing such facilities and materials.

i. Each program of instruction approved shall include guidance and counseling services sufficient to enable participants to continue their education, to develop their vocational aptitudes, and to meet their educational objectives.

j. The local educational agencies responsible for programs of instruction shall assist adults in need of basic education to acquire health information and services provided through cooperative arrangements with State or local health authorities.

k. The local educational agencies responsible for programs of instruction shall submit to the State Educational Agency reports on adopted forms that provide information as the State Educational Agency may require in carrying out its responsibilities in the State Plan, and shall keep such records, afford access thereto, and comply with other provisions as the State Educational Agency may find necessary to assure the correctness and verification of reports.

l. Each local educational agency in developing and proposing an Adult Basic Education Program shall have taken into consideration all of the above-mentioned criteria and shall adhere to these to the greatest extent possible.

m. Each proposal submitted to the State Board of Education shall include supportive data that all criteria were taken into consideration.

n. Each program is encouraged to initiate local creativity. Constructive aggressiveness in the search for new methods of teaching and the use of materials shall be looked upon with favor.

o. All adult basic education programs sponsored by unified school districts and community junior college's will begin July 1, 1978, and continue on through June 30 1979.

The procedure of evaluating programs funded by State grant funds consists of the Adult Education Specialist in the Postsecondary Administration Section of the State Department of Education requesting responses from each program director to the two questionnaire instruments included in the first portion of the Plan. One instrument requests general information concerning the overall operation of the program. The second instrument deals with more specific aspects of the program. This instrument gives some indication of the goals set by the program and the degree of attainment achieved.

Modifications in the evaluation instruments and processes will be made as the new needs are identified.

700.0 *Disbursement of Funds*

701.0 *General Policies*

Payment to local boards conducting the Adult Basic Education Program is paid as advance payment or reimbursed when necessary. Responsibility for determining whether programs are conducted according to the provisions of this State Plan and for computing the amounts of approvable costs of payments rests with the staff of the State Department of Education. The Kansas statute (KSA-10-1101) requires that cash be on hand in the State Treasury before an obligation is incurred. This refers to any and all expenditures relative to adult basic education. The State of Kansas must have a minimum of one month's fund on hand.

702.0 *Use of Federal Funds*

Federal funds are used on a matching basis currently 90 percent federal and 10 percent state and local funds, as prescribed by the Act, for adult basic education purposes only. Federal funds allocated to Kansas pursuant to the Adult Education Act of 1974 shall be used for purposes prescribed by the state plan. Funds misappropriated or lost are to be returned to the U. S. Office of Education by the agency responsible for misappropriation or loss. Determination of misappropriation or loss is revealed in the auditing of local and state expenditures and receipts. The State Board of Education is designated as "State Education Agency" for certain purposes, powers and duties. Nothing contained in this section shall be construed as preventing any board from making direct applications for or receiving directly federal funds made available for educational purposes in those cases where the federal law permits direct applications for and receipt of federal funds by any such school district or board of education or educational agency of this state. K.S.A. 72-6202.

703.0 *Allocation of State and Federal Funds*

The Adult Basic Education Program is funded on a grant basis determined by available funds and approved budgets. The distribution of state and federal funds may be further determined by the evidence of need based on an adult learners survey.

704.0 *Allowable costs for Section 306 and 309. Adult Education Act.*

It is mandatory that not less than 10 percent of the state's grant award be used for staff development programs and special demonstration projects. The amount required by the Act is sufficient to satisfy the needs representing the three categories. It would be an unusual circumstance if funds would be directed to Section 306, which is the same as 309 in content. All appropriate expenses can be covered except for capital outlay, such as new instructional equipment and new furniture. The Indochinese Refugee Act of 1976 serves as an example of an exception.

705.0 From the funds allocated to the state under Section 305 for a fiscal year, not less than 10 percent shall be used for special experimental demonstration projects and teacher training programs.

800.0 *Coordination of Programs*

801.0 The Kansas Adult Basic Education goals and objectives are identified in the state program plan. There are ten objectives in Chapter Two.

802.0 The coordination with other federal, federally assisted, state, and local programs is discussed under Objective #2, page 4.

803.0 through 803.4 The Postsecondary Administration Section's Objectives #4 and 10, Chapter Two, relates to special needs of special groups. Services to institutionalized adults are identified under Objective #2, page 1.

804.0 The Adult Education Specialist within the Postsecondary Administration Section does provide cooperation with adult vocational educational programs, community colleges, community service programs, and a career opportunity center. The cooperation consists of staff development opportunities, materials for adults, Adult Performance Level curriculum materials, and GED testing services, when needed.

805.0 through 805.8 Kansas Advisory Council on Adult Education members and cluster coordinators are in direct contact with representatives of the state and area manpower services, health authorities, community action agencies, work experience programs, VISTA, work study, adult reading programs, and antipoverty educational programs. In a few cases agency directors are contacted directly to review the state plan as a member of the advisory council.

806.0 through 807.0 Objective #2, Chapter Two, provides the information to ensure coordination with federal, state, and local agencies and concerned groups.

900.0 through 902.3 *Background for Selection of Objective.*

Section 309 of Adult Education Act, (91-230), as technically amended in 1976, specifies that no less than 10 percent shall be used for special demonstration projects and staff development, which meet one or more of the following objectives:

1. To develop, demonstrate, and test new or different methods and materials which may be designed to serve particular needs of Kansas who are culturally and educationally disadvantaged.
2. To stimulate development of local programs or adult basic education in geographic areas where the Adult Basic Education Program has not existed.
3. To develop and/or test techniques of preenrollment counseling and other aspects of recruitment of adults.
4. To develop and test an "area" approach in those geographic areas of the state where separate programs by each local educational agency would not be practical or feasible.
5. To utilize and test special or different educational media in an Adult Basic Education program.
6. To acquire additional information regarding the educational requirements of adults in need of basic information.
7. To participate in regional and state teacher preservice and in-service educational programs for continuous staff improvements.

902.2 The special demonstration and staff development shall meet the following:

1. The results shall have potential value to adult basic education and could be utilized in similar situations throughout the state, region, and nation.
2. The special project or program shall be adequately designed and procedures outlined for conducting the project.
3. Special projects or programs shall be administered by the board submitting the proposal, and facilities must be adequate for conduting the activity.
4. All special projects shall carry provisions for monitoring and evaluation.
5. Nature and seriousness of the need to be met by the project or program shall be indicated.
6. The anticipated degree to which the project or program will serve its stated purpose shall be determined.
7. Number of adults in need of basic education to be served by the project or program itself and those who may be more adequately served through utilization of the results or findings shall be identified.
8. The program or project shall utilize and test special or different educational media.

903.0 through 903.3 The six cluster coordinators initiate surveys within each cluster to determine the need to be included in research, special demonstration projects, and staff development program. The identified needs appearing most often on the survey are given top priorities.

903.4 Applications requesting 309 funds for special projects or staff development programs must agree to make the results available to local, state, and national adult educators. Participants of conferences and staff-related program activities are paid a stipend and mileage to attend.

904.0 Applications for 309 projects or programs are mailed to public schools, community junior colleges, institutions of higher educations, area vocational-technical schools, individuals, and industry by March 5 for the next fiscal year. Applications are due in the Postsecondary Administration Section on or before May 12.

905.0 *Ineligible applicants for federal funds for ABE programs or 309 research, projects or programs.*

No grant may be made from the state's allocation for any educational program, activity, or service related to sectarian instruction or religious worship or provided by a school or department of divinity. For purposes of this section, the term "school or department of divinity" means an institution or a department or branch of an institution whose program is specifically for the education of students to prepare them to become ministers of religion, to enter upon some other religious vocation, or to prepare them to teach theological subjects.

906.0
through
906.1

ADULT EDUCATION OFFERS APPLICATION FOR 309 GRANTS

STAFF DEVELOPMENT SPECIAL DEMONSTRATION GRANT PROPOSALS

Due June 1, 1978

906.101 Funds are available each fiscal year to satisfy the costs of all 309 fund expenditures. The minimum expenditure will be observed. It is possible and, at times, advisable to exceed the minimum expenditures to comply with the needs as identified.

Adult Education

906.104 *309 Proposal*

You are invited to complete the enclosed application for one or more of the listed topics. The three topics represent the results of a survey of adult basic education teachers, administrators, and counselors as to the needs in Adult Basic Education in staff development or special demonstration projects.

The suggested areas for which 309 Grants may be made are listed:

Staff	1. The understanding and motivation of the adult learner.
Staff	2. Effective methods in controlling and reducing tension in adult learners.
Staff	3. Adult growth and development in relation to learning.

Staff	4.	Learning problems of older adults.
Staff	5.	Counseling by telephone.
Demonstration	6.	Techniques for preparing students psychologically for testing.
Demonstration	7.	Development and publicizing the home study program for G.E.D. completion. To demonstrate that there are adults who have identified their educational goals but due to conditions beyond their control, enrolling at an adult basic education center is impractical or impossible. To further demonstrate that home study is especially desirable for older adults, home bound adults, and families with work schedules that prohibit attendance at an established center.
Research	8.	A follow-up study on adult basic education dropouts.
Demonstration	9.	A traveling G.E.D. examiner for isolated areas that are not now being served by a testing center. (Demonstrate: The availability of a traveling testing center will increase the number of examinees by 5 percent.)
Demonstration	10.	Peer Counseling
Demonstration	11.	Older Americans — Adult Performance Level.
Demonstration	12.	A different delivery system of providing instruction.
Demonstration	13.	English as a Second Language — Migrants education and follow-up.

The cluster coordinators and advisory council members will meet February 11, 1978, to select the applicant to be awarded the 309 grants for a project or program. Please reserve May 17, 1978, on your calendar. The selection committee may call in applicants to defend its proposals.

Return all applications to the Postsecondary Administration Section, State Department of Education.

906.105 The applications:

1. The application is a ☐ Staff Development
   ☐ Special Demonstration Project

2. If the application does not address either of the three categories in #1, what are its objectives?

   _____

3. Will the objectives and goals in the application, when completed, have significance?
   ☐ Local
   ☐ State
   ☐ Regional
   ☐ National

4. Does the requested budget amount seem: ☐ adequate
   ☐ excessive
   ☐ very excessive

   Suggested changes: 1. _____
   2. _____
   3. _____

5. Are the beginning and ending dates within FY 79?
   yes ____ no ____

6. In the application is there sufficient evidence to indicate who will be responsible for the administration of the program, project or research and who will be reporting at its conclusion?
   yes ____ no ____

7. Are the objectives and/or goals measurable in terms of the applicants statements?
   yes ____ no ____

8. Does the applicant include an instrument to measure the results of the proposal?

yes _____ no _____

9. Please rate the application on the following items on a scale of 1 through 5, five being the best rating possible.

1. The application generally	1. ____ 2. ____ 3. ____ 4. ____ 5. ____
2. Specificity	1. ____ 2. ____ 3. ____ 4. ____ 5. ____
3. Organization of delivery	1. ____ 2. ____ 3. ____ 4. ____ 5. ____
4. Anticipated results	1. ____ 2. ____ 3. ____ 4. ____ 5. ____
5. Staffing (professional)	1. ____ 2. ____ 3. ____ 4. ____ 5. ____
6. Time involved	1. ____ 2. ____ 3. ____ 4. ____ 5. ____
7. Capacity to deliver on project, program, or research	1. ____ 2. ____ 3. ____ 4. ____ 5. ____
8. Plan for dissemination of results	1. ____ 2. ____ 3. ____ 4. ____ 5. ____

906.3 *Review Process*

906.301 Applications submitted for consideration are reviewed by the members of the Advisory Council and the six cluster coordinators. Each application is rated by each council member and cluster coordinator. The final process is to agree on the application that will fulfill the need for which the needs survey indicated.

906.302 906.303 After the application for a 309 Grant has been approved, the applicant is requested to appear before the Advisory Council and coordinators to review the budget and the entire process of delivering the product or information as designed in the application.

906.4 through 906.402 Successful applicants are notified by mail as well as those whose applications were not selected for funding.

1000.0 *Evaluation of Programs*

1001.0 *Local Programs*

1001.0 Local programs are monitored throughout the funding period. The monitoring process consists of on-site visitations during the program operation. The observations and conclusions reached during a visitation are discussed with the director and staff.

1001.2 1001.3 The program monitoring staff will consist of three cluster coordinators. It is now possible for all local programs to be visited at least three times each year. Prior to the last visitation by a coordinator, the local program director will be asked to evaluate the program and make recommendations. The final evaluation of the program will be a joint effort between the coordinator and director with the staff.

1001.4 The evaluation results will be on file with the coordinator and local director, as well as on file in the Postsecondary Administration Section of the State Department of Education.

The evaluation instrument will be developed prior to July 1, 1978.

1002.0 The Adult Basic Education Administrator will monitor and assist in the evaluation of the 309 activities, projects, and programs.

1002.1 1002.2 A College of Education, Kansas State University, staff member with a member of the Advisory Council, will assist in 309 evaluations, whenever possible. Contracted services are not utilized; but, if they were, they would be made with responsible contractors who possess the potential ability to perform successfully under the terms and conditions of a proposed procurement consideration would be given to such matters as contractor integrity, record of past performance, financial and technical resources, and accessibility to other necessary resources.

1002.3

1002.4 Each 309 applicant provides the method of dissemination of the project's results. The Postsecondary Administration Section obtains copies of all materials that are produced by projects with federal funds under the authority of Section 309. Part of the requirements of the grant recipient is to disseminate any products resulting from the project. Copies of all materials are available upon request.

Calendar of Events to Occur in the Adult Basic Education Program

Event	Date
ABE Program Applications:	
1. Receive ongoing program applications	On or before May 12, preceding the next fiscal year
2. Receive new program application	Anytime during a fiscal year
3. Approve or disapprove new or ongoing program applications	On or before June 30 preceding the next fiscal year
Report Forms	
1. Receive local ABE program financial status (BE III)	Each month
2. Receive ABE student accounting (BE IV)	September 24, December 24, March 24, and June 24 of each fiscal year
3. Receive annual fiscal and student attendance reports (BE V)	On or before August 1
4. Receive ABE inventory reports (BE VI)	On or before August 1
5. Receive a copy of the federal fiscal report for the previous and immediate past fiscal year	On or before August 1
6. Receive six-part student and staff report	On or before August 1
309 Funds	
Receive special demonstration projects and staff development	On or before May 12, preceding the next fiscal year
Monitoring each project and staff development program	Once each quarter of the fiscal year

ABE — PROGRAMS — 309's — RESOURCE CENTERS

Proposed Funding Schedule for FY '79

(Approval of any or all ABE programs or 309 projects is determined by the availability of appropriated funds, both Federal and State.)

April 1, 1978 through May 30, 1978

309 Funding — 309 Projects — Program applications received

309 applications approved according to beginning dates. Approval and funding any time from June 1 through August 31. Federal funds will be available after August 1, for the fiscal year.

ABE — ABE Applications received (Program) (BE 1)

April 1, 1978 through September 1, 1978

Resource Centers — The establishment of new resource centers will be determined by a panel of all cluster coordinators, advisory council members, and the State Department of Education in accordance with the criteria developed for this purpose. New applications for resource centers will be developed to comply with the criteria for approval. An application for the operation of a resource center will be received from April 1 through May 31.

Approval of applications for existing resource centers will be completed in June. New resource centers will be approved through August 31, 1978.

July 1, 1978 through September 30, 1978

All 309 Programs-Projects will be terminated June 30, 1978, unless there is a convincing argument for continuation into or through FY '79.

Program Approval Sessions.

September 25 — N.E. Kansas programs
September 26 — S.E. Kansas programs
September 27 — Central Kansas programs
September 28 — Western Kansas programs

Local directors and State Department of Education meet and resolve the application differences, if any. (Area coordinators to meet with local directors and Kansas State Department of Education)

Tentatively approved programs for FY '79, operating in FY '78 shall receive, in FY '79 an amount equal to one-eleventh of their approved FY '78 budget for the months of July, August, and September. The approved budgets will then be divided into eight equal payments subject to change in January and March. May checks are the last ones for FY '79.

TO THE LOCAL DIRECTOR

The following items represent criteria to be considered when a program application is being considered for funding from September 25, 1978, through May 10, 1978.

Program activities between July 1, 1978, and September 22, 1978.

YES	NO		
____	____	1.	Staff members employed for instruction and counseling for the ABE program.
____	____	2.	A list of staff member with addresses. (staff member information, see second and third sheet)
____	____	3.	Recruiting activities during this period. Explain.
____	____	4.	Ordered your diploma covers for the year.
____	____	5.	Reviewed new instructional materials for use during the coming fiscal year.
____	____	6.	Scheduled and held two local pre-service or in-service training sessions prior to September 1.
____	____	7.	The number of foreign born living in the area is _____ (approx.) and their native language is _____, _____, _____, _____ This program is capable of providing ESL instruction.
____	____	8.	Plans have been made to establish satellite programs at _____
____	____	9.	It will require _____ in federal funds and _____ in state funds to provide instruction for _____ ABE students and _____ ESL students for FY '79, based upon the enrollment and the above criteria. Federal and state funds will be allocated on a quarterly basis, September, December, and March.

Federal Funds _____
State Funds _____
Local Funds _____
TOTAL FUNDS _____

FY '78 activities for each ABE-GED-ESL teacher, counselor, and director.

Legend

1.	Area workshop.	A
2.	Staff development classes by KSU.	B
3.	GED state regional conference.	C
4.	June 1-2 statewide workshop.	D
5.	Counseling by telephone.	E
6.	Has earned nine or more hours of credit in A.E. from a college or university in the last 10 years.	F
7.	Years of experience in ABE, GED, ESL, or APL.	G

EXAMPLE

Staff member's name	A	B	D	E	F	G
Mary Roe	X	X		X		5

Kansas City Kansas Community Jr. College
Johnson County Community Jr. College
Wichita *#259*

The above program should report on at least 50% of the staff members employed, receiving compensation for services.

1. The building should indicate the activity going on inside or at least display a readable sign indicating the same.
2. The interior should be painted or decorated to indicate a warm atmosphere for learning and further study.
3. There must be ample room for tables, chairs, carols and other learning equipment.
4. It is recommended that 1800 square feet be the minimum amount of floor space available for an ABE-Resource Center.
5. If a GED Testing Center is located in the ABE-Resource Center, an additional testing room(s) must be considered in the total amount of floor space.

Location of Resource Center

1. Consideration must be given to the location of the ABE-Resource Center in relation to available parking space.
2. Another factor to consider would be the center's nearness or distance from the target population, if that population represents a section of the community.
3. The location must be such that students may come and go without fear of being molested. An area free from crime and criminal activities is most desirable.
4. The "store-front" or a school building is a desirable location.
5. Accessability to bus or inter-city transportation is highly desirable.

Services

The combination ABE-Resource Center should provide the following services:

1. Maintain a supply of instructional materials for quick distribution to satellite programs, programs within the designated cluster, produce teaching materials for special or unusual requests, and be capable of reproducing materials produced by staff members or within the Resource Center.
2. Constantly search for and review new materials for instructional purposes.
3. Identify the strengths or weaknesses of new materials.
4. Schedule and host in-service and pre-service teacher training sessions.

Administration — Resource Centers and Cluster

The on-going resource center's administrator has had duties to coordinate program activities for staff development, institutes and inter-cluster activities and to serve as an additional resource person. In FY '78 three Resource Center Directors were asked to expand their activities and coordinate activities and monitor programs in a given geographical area. The areas are eastern, central and western Kansas. The area coordinators meet with the Adult Education Specialist, State Department of Eduation once a month to report on and discuss activities within their areas, identify staff needs for further training, note local problems, and assist local programs in any way possible. The area coordinators do not and will not make decisions for the state agency, however; their suggestions and recommendations may effect state policy when approved by the State Department of Education.

The administrator to serve and function in the capacity just described should:

1. Possess an administrator's certificate in force or previously held an administrator's certificate, or
2. Have a minimum of three years experience as an ABE, GED, ESL, and/or APL instructor,
3. Have not less than 9 hours credit in Adult Education earned at a college or university at the graduate level,
4. Provide leadership and participate in cluster coordinator and Resource Center director meetings.
5. Assume the role of the adult education leader for the area and the Resource Center,
6. Have the ability to sell the ABE program in areas where adults are not now being served,
7. Be resourceful and willing to accept new directions in ABE, GED, ESL, and APL.
8. The above criteria shall not be retroactive to administrators presently working in this area.
9. The Adult Education Specialist, SDE, serves as a consultant to the local educational agency when applicants are being considered to administer a resource center.

APPEAL PROCEDURE

An appeal may be made by a board of education of a unified school district, a board of trustees of a community junior college, or any governing body of an education institution that has submitted an application for adult basic education funds and whose application has been denied. The appeal shall be in writing to the director of Postsecondary Administration Section, State Department of Education.

8.0 *Certification Forms*

8.10 Certification of State Plan (or amendments thereto) by official of the State Agency authorized to submit the State Plan.

State of Kansas . I hereby certify that the attached State Plan (or amendment) was duly adopted by the State Agency on April 11, 1978 and will constitute the basis for participation of the State of Kansas under the Adult Education Act of 1974 and amendments thereto.

4-28-78
(Date)

Merle R Bolton
(Signature)

Commissioner of Education
(Title of authorized State Agency official)

8.20 *Certification by State Attorney General*

State of Kansas, I hereby certify that the State Board of Education, Kansas State Department of Education, the State Agency named in the plan, is the sole State Agency for administration of the plan or for supervision of the administration of the plan; and that such State Agency has authority under State law to develop, submit and administer or supervise the administration of the plan; that the State Board of Education is authorized to submit the State Plan; that the State treasurer has authority under State law to receive, hold and disburse Federal funds under State Plan; and that all provisions contained in the plan are consistent with State law and that all copies of laws, citations to pertinent laws, and interpretations thereof relative thereto are included in the plan and are correct.

5/8/78 (Date) — Curt T. Schneider (Attorney General)

State Department of Health and Environment

5/4/78 (Date) — (Signature)

8.30 *Certification by Governor*

State (*State, Territory*) of Kansas

I hereby approve the Plan for Adult Basic Education of the State (*State, Territory*) of Kansas which was approved by the State Board of Education (*Offical Title of State Education Agency*) _____ (*Date*) for submittal to the United States Commissioner of Education pursuant to Title VI, Part A. P.L. 93-380, 1974.

State Plan for Fiscal Year 1979 — —
Adult Basic Education

The following are the comments received from the State Governor, or his designated agent, on the Annual Program Plan.

STATE OF KANSAS

RECEIVED
MAR 14 197
COMMISSIONER
OF EDUCATION (B)

OFFICE OF THE GOVERNOR
State Capitol
Topeka

ROBERT F. BENNETT
Governor

March 14, 1978

Commissioner Merle R. Bolton
State Department of Education
120 East Tenth Street
Topeka, Kansas 66612

Dear Commissioner Bolton:

I have reviewed the FY 1979 State Plan for Adult Education. I have several comments in regard to this plan.

First, I believe that this year's plan builds on the improvements made in last year's plan. Goals and objectives are more clearly stated and some are measurable. Previous accomplishments regarding enrollments and completions are presented as well as a statement indicating priority for serving currently unserved geographical areas of the state. Coordinating linkages are mentioned and outreach efforts are being planned.

Second, I stated in last year's review of this plan that the Department needs to develop a systematic plan for serving all areas of the state. This year's plan discusses this effort through the implementation of a Home Study Program. I am pleased to learn that many of the 358 adults currently participating in this program reside in areas of the state not served by adult education classes.

Third, the plan continues to contain well documented evidence on the need for adult education with data on the estimated number of persons needing it in each county. This year's plan presents data on the training needs of adult educators and their willingness and interest regarding different in-service training approaches.

Fourth, some improvement could be made in two areas: 1) The Department should evaluate the effectiveness of its different delivery systems, e.g., classroom instruction, instructional television, home study packets and the mobile classroom and testing center. Given the limited amount of funds and the unmet need, an evaluation of the cost effectiveness of these approaches for serving various areas of the state would aid the Department in allocating its resources. 2) While the Department's adult education field structure allows for sound management of the state's 37 programs, the plan contains no data on how many of these programs require additional assistance over the next year. For example, the plan could state that of the 37 programs, five appear to have outreach problems as evidenced by their share of the adults that need this service in their service areas. If you begin to assess programs in this manner, next year's plan could contain this information and a set of objectives for targeting the resources of the Department's staff.

I continue to be pleased by the improvements made in the adult education plan and commend you for the fine effort you are making.

Very sincerely,

Robert F. Bennett
Governor of Kansas

RFB:HEF/ssg